



Special Educational Needs & Disability [SEND] Policy

To be read in conjunction with Inclusion Policy; Complaints Procedure; Equalities and Diversity Policy and School Accessibility Statement & Action Plan

1. Overview

Definitions of Special Educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Provision and support is made for children and young people with special educational needs and/or disabilities in line with The Children and Families Act 2014 and the SEN Code of Practice 2014; revised 2015 which accompanies this legislation. The SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which supports children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hillingdon that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

[SEND local offer - Hillingdon Council](#)

2. Aims

At Deanesfield we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

Deanesfield Primary School's SEND Information Report 2022 can be found here: [Special Educational Needs & Disabilities \(SEND\) | Deanesfield Primary School \(deanesfieldschool.org.uk\)](#).

3. Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.



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- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Manager along with the Assistant Headteachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Speech and Language Therapy, Educational Psychology, Children and Adult Mental Health Service CAMHS, School Health Service, Occupational Therapy, Physiotherapy, Visual Impairment Team
- **Create a school environment where pupils can contribute to their own learning.**
- This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play buddies in the playground.

4. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children and co-ordinating the day to day provision of education for pupils with SEND is Becci Ford – Inclusion Manager

5. Arrangements for coordinating SEN provision

The Inclusion Manager will hold details of all SEN records for individual pupils.

All staff can access:

- Deanesfield Primary School SEN Policy;
- A class SEN Register [available on CPOMS, Child Protection Online Management System].
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

6. Admission arrangements

Please refer to the information contained on school website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

7. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.



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8. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility statement and plan for more details: [Policies | Deanesfield Primary School \(deanesfieldschool.org.uk\)](https://www.deanesfieldschool.org.uk/policies)

9. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. The funding is used to purchase classroom support, resources and additional outside agency support. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the local authority and allocated through the Education Health Care Plan [EHCP]. The school may request an Education, Health and Care Plan from the local authority when, despite an individualised programme of sustained intervention/ SEND support, the pupil remains a significant cause for concern [please refer to section 3 of this policy]. An Education, Health and Care Plan might also be requested by a parent or outside agency. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used. The allocation is made following needs analysis discussions and work between the senior management team and the governors.

10. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during Pupil Progress Day's.
- i) Pupil Progress day's are used to monitor and assess the progress being made by children.

SEN Support

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 SEN register. 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



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- 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. [Appendix A]

Referral for an Education, Health and Care Plan

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 an 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
- Inclusion Manager [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.

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Hillingdon Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

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

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group learning is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEN



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The Head teacher and Inclusion Manager oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services .

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an class provision map, which are updated throughout the year. These are updated by the class teacher and are monitored by the Inclusion Manager. These reflect information passed on by the Inclusion Manager and precious Class teacher at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the Class teacher in liaison with the inclusion Manager and Assistant Head teachers and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

13. Complaints procedure

Please refer to Complaints Policy.

14. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Manager attends relevant SEND courses, local Cluster Inclusion meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The Inclusion Manager, with the senior leadership team, ensures that training opportunities are matched to school development priorities .

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion manager who will then inform the child's parents.

16. Working in partnerships with parents

Deanesfield Primary School believes that a close working relationship with parents is vital in order to ensure

- a. early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b. continuing social and academic progress of children with SEN
- c. personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents of pupils with SEN to the local parent support services such as SENDIASS where specific advice, guidance and support may be required. Support for parents can be found on our website here: [SEND Family Support | Deanesfield Primary School \(deanesfieldschool.org.uk\)](https://www.deanesfieldschool.org.uk/SEND-Family-Support) and here: [Support for Parents, Carers and Families | Deanesfield Primary School \(deanesfieldschool.org.uk\)](https://www.deanesfieldschool.org.uk/Support-for-Parents-Carers-and-Families)

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.



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17. Links with other schools

The school works in partnership with the other schools in the local area [South Ruislip Cluster] as well as schools throughout London and the surrounding area through the Inclusion Quality Mark Flagship Cluster. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

18. Links with other agencies and voluntary organisations

Deanesfield Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Inclusion Manager is the designated person responsible for liaising with the following:

Speech and Language Service (Class teacher also liaises)

Educational Psychologist

Occupational Therapy

Physiotherapy

Visual Impairment Team

Hearing Impairment Team

Social Services

Family Key Workers

School Health Team

Child development Team – Hillingdon Hospital

Child and Adolescent Mental Health Services (CAMHS)



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Appendix A

SEN Support

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, Inclusion Manager 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 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 Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. The class teacher, in conjunction with the Inclusion Manager 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.

Appendix B



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SEND Categories of Need

PMLD – Profound and Multiple Learning Difficulties

SLD – Significant Learning Difficulties

MLD - Moderate Learning Difficulties, characterised by low attainment across the curriculum. Downs Syndrome.

SpLD - Specific Learning Difficulties; Dyslexia/Dyspraxia where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.

SLCN – Speech, Language & Communication Difficulties

ASD – Autistic Spectrum Disorder

Social, Emotional, Behavioural Difficulties - where learning is interrupted as a result of emotional or behavioural patterns. ADD/ADHD, Attachment Disorder

Sensory Impairment – Hearing or visually impaired

Physical - Cerebral palsy, Spina bifida etc...

Medical - where learning is interrupted as a result of health issues

Some children will fall into more than one category of SEND. Some children's needs may be severe enough to warrant a Education Health Care Plan. Some children will exhibit one or more of such characteristics and yet not present learning difficulties. It is the teacher's professional judgement in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the SEND provision offered at Deanesfield Primary School

Appendix C



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Glossary of Terms

Annual review: the review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

Autistic Spectrum Disorder (ASD): Autistic spectrum disorder is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism. Pupils with autistic spectrum disorder find it difficult to:

- Understand and use non-verbal and verbal communication
- Understand social behaviour — which affects their ability to interact with children and adults
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autistic spectrum disorders have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Carer: for the purpose of this Code, a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, ie a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because he or she has care of the child (see the definition of Parent below). If so, he or she will have a role to play in the consideration of a child's special educational needs.

Child protection register: in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

Children 'in need': a child is deemed to be 'in need':

- If he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority
- if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority
- If he or she is disabled. (Section 17(10), Children Act 1989).



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Disapplication: removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum. (See also Modification, below.)

Dyscalculia: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia: Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Education supervision order: an order that LEAs, under section 36 of the Children Act 1989, can apply for to put a child of statutory school age who is not being properly educated under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Education Welfare Officer: person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance. Education Welfare Officers also carry out related functions such as negotiating alternative educational provision for excluded pupils. In some LEAs Education Welfare Officers are known as Education Social Workers.

Funding Authority: the Education Act 1993 provides for the establishment of two funding authorities: in England, the Funding Agency for Schools (FAS), which was established on 1 April 1994; and in Wales, the Schools Funding Council for Wales (SFCW), which the Act empowers the Secretary of State for Wales to set up by Order. No Order has yet been made.

The FAS is responsible for calculating and paying grant to grant maintained and grant maintained special schools and has responsibilities for the provision of school places in areas where there are significant numbers of grant maintained schools. The SFCW, when established, will have similar responsibilities. Before the SFCW is set up, these functions will be carried out in Wales by the Secretary of State for Wales.

Hearing Impairment (HI): Pupils 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, pupils 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. A number of pupils with a hearing impairment also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensory-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

Independent school: a school neither maintained by a local education authority, nor a grant maintained school, and which is registered under section 70 of the Education Act 1944. Section 189 of the Education Act 1993 sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with statements of special educational needs.



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Information Technology (IT): covers a range of microcomputers, both portable and desktop; generic or integrated software packages, such as word processors, spreadsheets, databases and communication programmes; input devices such as keyboards, overlay keyboards, specialised access switches and touch screens; output devices such as monitors, printers and plotters; storage devices such as CD-ROM, and microelectronics controlled devices such as a floor turtle.

Integration: educating children with special educational needs together with children without special educational needs in mainstream schools wherever possible, and ensuring that children with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Maintained school: for the purposes of this Code, any county school, grant maintained school, grant maintained special school, voluntary school or maintained special school.

Moderate Learning Difficulty (MLD): pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils 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.

Modification: amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also **Disapplication**).

Multi-Sensory Impairment (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Named LEA Officer: the person from the LEA who liaises with the parents over all the arrangements relating to statutory assessment and the making of a statement. LEAs will inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child.

Named Person: the person whom the LEA must identify when sending the parents a final version of a statement. The Named Person, who should usually be identified in cooperation with the parents, must be someone who can give the parents information and advice about their child's special educational needs. He or she may be appointed at the start of the assessment process and can then attend meetings with parents and encourage parental participation throughout that process. The Named Person should normally be independent of the LEA and may be someone from a voluntary organisation or parent partnership scheme.

Note in lieu: a note issued to the child's parents and school when, following a statutory assessment, the LEA decide not to make a statement. The note should describe the child's special educational needs, explain why the LEA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, should also be sent to the child's school.





Non-maintained special school: schools in England approved by the Secretary of State as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

OFSTED — Office for Standards in Education/OHMCi — Office of Her Majesty's Chief Inspector (Wales): non-ministerial government departments established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England and Wales respectively. Their professional arm is formed by Her Majesty's Inspectors (HMI).

Parent: this is defined in section 114 (1D) of the Education Act 1944, as amended by the Children Act 1989. Unless the context requires otherwise, parent in relation to a child or young person includes any person:

Who is not a natural parent of the child but who has parental responsibility for him or her
Who has care of the child.

Section 114(1F) of the 1944 Act states that for the purposes of sub-section (1D):

Parental responsibility has the same meaning as in the Children Act 1989

In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Parental responsibility: under section 2 of the Children Act 1989, parental responsibility falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- Mothers who were not married to the father at the time of the child's birth
- Fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.

Under section 12 of the Children Act 1989 where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department (SSD) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.

A person holding parental responsibility may make arrangements for another person to exercise that responsibility on his or her behalf — for example when the parent is on an extended visit abroad or during a time in hospital. This delegation does not remove the original parental responsibility. The Children Act 1989 introduced a concept of enduring parental responsibility (section 2(6)), which can only be removed through a court and which confers duties as well as rights on all those who have such responsibility.

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

Peripatetic teacher (or specialist, advisory, or support teacher): a teacher with specific expertise who travels from school to school and is employed by the LEA to give appropriate specialist advice and support to the child and the



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school. Often he or she will also teach children with special educational needs on a sessional basis, usually when an individual school does not justify the services of a full time teacher for the purpose.

Physical Disability (PD): There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils 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 pupil 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. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

Playgroups: *Sessional Playgroup:* a group registered as sessional facilities or services, offering sessional care and education for children mainly aged three to five years of age cared for with or without parents, no single session lasting more than four hours and no main meal being provided by the group. Such groups are known under a variety of names, but they are all registered as playgroups.

Full and extended daycare playgroup: a group that accepts children under the age of five, without their parents, for more than four hours in any day.

Opportunity playgroup: a group that is set up primarily to provide for children with disabilities or learning difficulties alongside other children. The children often start at an earlier age than in a regular playgroup and staff usually have more specialised training in this field.

Parent and Toddler playgroup: a group of parents or carers with children under school age, most of the children below the age of three. These groups provide for both children and adults. Parents remain with the children throughout the session.

Portage: a planned approach to home-based pre-school education for children with developmental delay, disabilities or any other special educational needs. Portage began in Portage, Wisconsin, USA, and there is now an extensive Portage network in the UK, which is overseen by the National Portage Association.

Profound and Multiple Learning Difficulty (PMLD): Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

(Further information about P scales can be found in **Supporting the Target Setting Process**, DfES Guidance March 2001. Ref: DfEE 0065/2001)

Responsible Person: the head teacher or the appropriate governor, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The responsible person must be informed by the LEA when they conclude that a pupil at a school has special educational needs. The responsible person must then ensure that all those who will teach the child know about his or her special educational needs.

SCEA: the Service Children's Education Authority. The SCEA oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.



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SEN coordinator: member of staff of a school who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SEN & Disability Tribunal: an independent tribunal set up by Act of Parliament for determining appeals by parents against local educational authority (LEA) about children's special educational needs, where parents cannot reach agreement with the LEA. SENDIST also considers parents' claims of disability discrimination in schools.

Severe Learning Difficulty (SLD): Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

(Further information about P scales can be found in **Supporting the Target Setting Process**, DfES Guidance March 2001. Ref: DfEE 0065/2001)

Special school: a school which is specially organised to make special educational provision for pupils with special educational needs and is for the time being approved by the Secretary of State under section 188 of the Education Act 1993.

Transitional arrangements: legal provisions which provide for a smooth change-over from the legal regime established by the Education Act 1981 and the Education (Special Educational Needs) Regulations 1983, to that established under the Education Act 1993 and the Education (Special Educational Needs) Regulations 1994.

Transition Plan: a plan which should form part of the first annual review after the child's 14th birthday, and any subsequent annual review. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

