



Cupernham
Junior School

SEND POLICY

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This policy was updated in January 2025 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

Cupernham Junior School values all children equally, regardless of their abilities and behaviours and all are entitled to a relevant curriculum which meets their individual needs. We strive to be an inclusive school; providing a nurturing yet stimulating learning environment in which every child's strengths are recognised and needs catered for through highly effective teaching.

The SEND policy is written to comply with the 2014 Children and Families Act, and its SEN Code of Practice, together with the Equality Act 2010.

Provision for children with special educational needs or disabilities is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the Inclusion Support Team, the SENCo, and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs (Code of practice, 2015). Teaching children with additional needs is therefore a whole school responsibility.

AIMS:

1. To meet the needs of all pupils who have special educational needs or disabilities at any time during their education at Cupernham Junior School, through a graduated approach linked to assessment and action
2. To ensure that pupils' strengths and barriers are identified as early as possible
3. To ensure the greatest possible access to a broad, balanced and aspirational education, based on the National Curriculum
4. To meet the needs of pupils, where appropriate, in the classroom alongside their peers
5. To ensure that all staff are aware of the needs of the pupils
6. To seek the knowledge, views, experience and participation of parents, acknowledging the vital role they have to play in supporting their child's education
7. Where appropriate, to make full use of external agencies outside school
8. To implement recommendations made by the local authority for children with an Education Health and Care plan (EHP)
9. To seek the views of the child in their learning journey
10. To have high expectations and aspirations for all pupils, including those with special educational needs and disabilities.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions, and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them
- A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

ASSESSMENT & IDENTIFICATION

Underpinning identification are these fundamental principles. The class teacher, in consultation with the parents and the SENCo, will:

- Use information from the child's previous educational experience to provide starting points for the curricular development of the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use a curricular assessment process to allow the child to show what they know, understand and can do, as well as to identify any significant difficulties in learning.
- Ensure that on-going observation, assessment and evaluation provide regular feedback to parents about child's achievements and experiences and that the outcome of such assessment forms the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and at school

Children identified as not making sufficient progress from their baseline despite adaptations and high-quality inclusive teaching, will be closely monitored and receive support to accelerate their progress.

SPECIAL EDUCATIONAL PROVISION

This is provision, which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools.

Special Educational Needs is identified in broad areas:

- **COGNITION AND LEARNING**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **COMMUNICATION AND INTERACTION**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or communication at different times of their lives. Children and young people with Autistic Spectrum Disorder (ASD) may have particular differences with aspects of social communication.

- **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include, but are not limited to, becoming withdrawn or isolated, or displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Behaviour itself is not classified as a special educational need. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), we can complete a Team Around the Family (TAF) meeting with the family and support the child through that process. We can also refer to the Early Help Hub who can provide support and signpost additional services that exist in the local area.

If parents and school are concerned that the child may be experiencing mental health difficulties, we can support parents to refer to mental health services such as CAMHS.

- **PHYSICAL AND SENSORY**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) also require additional ongoing support and equipment to access all the opportunities available to their peers.

In practice, we acknowledge, at Cupernham Junior School, that pupils may well have needs which span two or more of these areas of special educational need.

CHILDREN WHO MEET THE CRITERIA RECEIVE SEN SUPPORT

Children on the SEN register will have a Pupil Profile/Personal Learning Plan (PLP). Progress against small step targets will be recorded and reviewed regularly by class teachers. Additional support needed to address identified needs comes in a variety of forms including the use of appropriate and targeted interventions; through small group work, 1:1 with an adult (Teacher, LSA, ELSA), child-led personalised independent tasks or use of assistive technology.

Where possible, learning will take place within the classroom. There may be some time spent in a small group in an area outside the class base or on a 1:1 intervention.

When allocating additional learning support (LSA) to children, our focus is on outcomes, not hours of LSA time: we aim to provide sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. Support offered may consist of a mixture of teacher and LSA time and a blend of 1:1 work, paired work and small group intervention work. (Appendix 2). The first £6,000 of funding for pupils with SEND is provided by school and beyond this County will provide additional funding where required.

If, despite receiving an individualised programme and the targeted support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at NC levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and numeric skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour plan
- has sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

an Education Health and Care (EHCP) plan may be considered. Staff and parents will be involved in initial discussions and when evidence collecting.

EDUCATION, HEALTH AND CARE PLAN

Where there continues to be concern, the school may consider a referral for statutory assessment. If the LA are in agreement with the referral then an 'EHC Plan' is issued. The plan sets clear educational objectives for the forthcoming year and long-term outcomes for the next four, alongside any dictated staffing provision.

The EHC plan is reviewed on a yearly basis with the child, parent, teacher, LSA and SENCo. Copies are sent to the Local Authority Special Educational Needs team. Interim meetings take place throughout the year with the class teacher and parents/guardians in order to review progress.

PARTNERSHIPS AND RESPONSIBILITIES

THE INCLUSION SUPPORT TEAM AT CUPERNHAM JUNIOR SCHOOL

The Inclusion Team consists of:

Inclusion Manager – Laura Francis. Member of Senior Management Team, Line Manager for Inclusion Support Team.

SENCo – Sharon Strachan

ELSA – Paula Robertson

Family Support Coordinator – Lizzie Pearce

THE ROLE OF THE SENCo

The SEN Coordinator at Cupernham Junior School is Sharon Strachan. Her responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers and SEN governor
- leading and managing the SEN provision
- evaluating the impact of interventions
- overseeing the Pupil Profiles/Personal Learning Plans of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of all staff
- liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services, Primary Behaviour Support and voluntary bodies

TEACHERS

'All teachers are teachers of children with special educational needs' (Code of practice. 2014).

Teachers play a fundamental role in identifying, assessing and evaluating the identified programmes used for meeting the needs of children with special educational needs. It is the teachers' responsibility to communicate effectively with the Headteacher, SENCo, LSA, parents, child and any outside agencies in order to enable targeted provision to take place in a timely and effective manner. Specific training will be provided for staff if a child's learning or health needs require specialist knowledge and resources.

PARENTS

At Cupernham Junior school we value the partnership with parents and acknowledge it plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their children's education. A child's class teacher will work closely with parents at all stages in his/her education and, in case of any difficulty, should be the first point of contact. Lizzie Pearce, our Family Support Coordinator, may be assigned to work closely with families to signpost them to appropriate avenues of support. Parents of any pupil identified with SEND may also contact the SENDIAS service for independent support and advice.

CHILDREN

Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like in order to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes, contribute to the assessment of their needs, the review, and transition processes.

ACCESS TO EXTRA-CURRICULAR ACTIVITIES

All of our children have equal access to breakfast club, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we use our best endeavours to make accommodations and adaptations to meet the physical and learning needs of our children. Class trips and visits are an important part of our curriculum and we will make all reasonable adjustments for all children to benefit from them.

THE GOVERNING BODY

The Governing Body will measure the performance of the SEN policy. Of the following, a comparison of 'Year on Year' statistics will be carried out.

- The percentage of children on the SEN Register.
- The progress of pupils with SEND.
- The movement of children between stages of SEN.
- The involvement of outside agencies.
- The outcome of a specific target for that year, e.g. new reading scheme in year 3 or raising awareness of specific learning difficulty.

FUNDING

Annually, the school carries out an audit of the training needs of all staff, taking into consideration the School Improvement Plan as well as personal/professional development. Each year, the school is allocated funding from the Standards Fund and School Census that may be used for individual needs. Particular support will be given to Early Career Teachers (ECTs) and other new members of staff. The professional development and performance management of the LSAs will be overseen by the Inclusion Leader, Laura Francis, and they will be included in INSET as appropriate. Parents, who have a child on an EHC Plan, are entitled to find out how the allocated money is being spent to meet the needs of their child.

TRANSITION

To allow appropriate options to be considered, advanced planning for pupils with an EHCP in Years 2 and 5 is essential. The SENCo will liaise with the SENCo of the local secondary and infant schools that serve the area, thereby ensuring that effective arrangements are in place to support pupils at the time of transfer. Extra visits and meetings will be arranged if deemed necessary at the beginning of each key stage. For all other children who are in receipt of SEND support, information meetings about transition will start in the Spring Term of Year 6.

SCHOOL LINKS

As required under the Education (Pupil Information) Regulations 2000, when pupils move to another school, and within 15 days of the pupil ceasing to be registered, their records will be transferred to the new school.

SUPPORT SERVICES

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school may seek advice from a range of education, health and social services.

HAMPSHIRE'S LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hampshire's Local Offer is available from the website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

It includes information about activities and breaks available for Hampshire children with SEND as well as information for parents about benefits, and explains how Hampshire aims to support children through education, health and social care.

COMPLAINTS

If a parent wishes to make a complaint about the arrangements made for a child on the SEN register, they should, in the first instance, contact the SENCo or Inclusion Leader who will endeavour to answer any queries. If the parent continues to have concern, they should follow the school complaints policy which is available on the school website.

EQUAL OPPORTUNITIES

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

APPENDIX 1

THE DISABILITY DISCRIMINATION ACT IN SCHOOLS

As a major part of Equal Opportunities legislation, the Disability Discrimination Act (1999) in schools means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when a person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make 'reasonable adjustments' to recruitment practices, to policies and procedures and to buildings to ensure that they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must also provide auxiliary aids, e.g. information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by another reasonable means. From 2014 steps need to be taken to remove physical barriers to education in all schools.

This school is fully committed to the above statement and will make all reasonable arrangements to provide inclusive education and services for all those involved with the school.

NATIONAL AND LEGAL CONTEXT

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, pregnancy and maternity, religion or belief, sex, and sexual orientation.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

APPENDIX 2

CUPERNHAM'S TIERED 'LOCAL OFFER'

AREA OF NEED	UNIVERSAL PROVISION – TIER 1	TARGETED PROVISION – TIER 2	PERSONALISED PROVISION – TIER 3
	Provision that is made available for <u>all pupils</u> .	Provision for <u>some pupils</u> that is different from and additional to that provided for the majority of others of the same age.	Provision for <u>a few pupils</u> in addition to universal and targeted support. Involvement of outside agencies/specialists to address higher level issues.
Cognition and learning Slow rate of progress / working substantially below that of peers	<u>Learning Environment and groupings</u> Working walls Visual timetables and other visual aids e.g. topics words, numbers, graphemes displayed Flexible groupings/careful seating arrangement Cutaway groups Learning partners – Buddy system Organised classroom with clear systems in place and resources clearly labelled.	<u>Learning Environment and grouping</u> Class or individualised visual timetable Now and next boards Peer group support Movement/brain breaks as required	<u>Learning Environment and grouping</u> Individual visual timetable 1:1 supported - advice from EP or PBS 5minute/10minute task boards CT and LSA supported from Inclusion Team e.g. recommendations of ways classroom could be adapted to support pupils more effectively. Work station / screens
	<u>Teaching and learning</u> Careful monitoring and review of progress Differentiated curriculum planning Planning and teaching strategies informed by recording Broad and balanced curriculum Opportunities for rehearsal, consolidation, overlearning for fluency and mastery Variety of questioning styles Modelling examples e.g. WAGOLLS, shared writing etc. – displayed in classroom Teaching that supports transference of skills across the curriculum	<u>Teaching and learning</u> Literacy and numeracy catch-up interventions e.g. Rapid Reading/number stacks Increasingly individualised timetable. AfL and pre-teaching Personalised learning tasks to match identified need. Planned multi-sensory teaching opportunities taking account of differing learning styles Interventions to match identified focused needs. Personalised plans to inform teacher's planning – PP time or pupil profile.	<u>Teaching and learning</u> Personalised learning tasks to match level of identified need. Small group or one-to-one English/Maths support. Increasingly individualised curriculum using small steps to achieve outcome Small steps planning tool

	Use of scaffolding to promote independence. Focus on successful learning outcomes to support confidence, independence, self-esteem and resilience. Time given to process information - pace appropriate to child Summative assessments at regular points of the year	Continuous assessments by class teacher(s) will be supplemented by standardised and/or diagnostic tests. Rates of progress systematically monitored to measure impact – target tracker. Some ‘scaffolded’ individual learning tasks through adult intervention or additional resources	
	<u>Resources, roles and responsibilities</u> In-class LSA support or targeted teacher support - cut away groups using AFL Use of writing frames Use of concrete resources Use of memory aids e.g. notes on a whiteboard Support for homework in consolidation of key facts.	<u>Resources, roles and responsibilities</u> Targeted out-of-class support from TA/teacher interventions Access to targeted ICT support to reinforce learning and promote independence Awareness of specific resources which may be appropriate to aid learning e.g.: coloured overlays, font size etc Involvement of Inclusion Support Team - Class teacher/subject teacher(s) to be supported in using specific programmes and materials. Planned time for home/school liaison so that parents can be involved in the planning and review of targets Additional access to ICT e.g. Clicker Dictaphone/iPad	<u>Resources, roles and responsibilities</u> Access to training and advice as appropriate from relevant professionals, e.g. EP, HIA Personalised = alternative methods for recording – assistive technology Individual task boards Referrals: Advice from outside agencies e.g. Educational Psychologist, Specialist Teacher Advisors. Signposting families to: Hampshire Dyslexia Association / British Dyslexia Association Hampshire Local Offer website
Communication and Interaction Speech, Language and	<u>Learning Environment and groupings</u> Use of symbols/picture cues. Working walls – topic vocabulary displayed	<u>Learning Environment and groupings</u> Seating to minimise distractions and maximise engagement.	<u>Learning Environment and groupings</u> Work station Ear defenders Wobble cushions Safe space if required

Communication needs (SLCN) Delayed or disordered receptive, expressive or pragmatic (social) language Autistic Spectrum Condition (ASC)	Structured school and class routines Visual timetable Well organised routines established Peer group support	Now and next boards Movement/brain breaks as required Availability of a work station Personal resources	SLCN teacher support Use of emotion widgit cards
	<u>Teaching and learning</u> Use of modified language e.g. chunking information, pauses, short sentences, repetition. Active listening skills modelled and rehearsed Time to process information	<u>Teaching and learning</u> Targeted in-class support with focus on speech and language – bridging back to class specific teaching. Social skills group intervention Language Link group intervention. Pre-teaching of concepts or vocabulary	<u>Teaching and learning</u> 1:1 programme for speech, language and communication needs set and reviewed by Speech and Language Therapist. Involvement of Communication and Interaction team for children with EHCPs.
	<u>Resources, roles and responsibilities</u> Teacher and LSA to model good language structure. Opportunities for peer discussion.	<u>Resources, roles and responsibilities</u> Social Stories Social scripts Access to assistive technology e.g. Clicker Dictaphone/iPad LSA/class teacher to consolidate work on a specific programme	<u>Resources, roles and responsibilities</u> Referrals: CAMHs Speech and language support/advice from link Speech and Language Therapist. Advice from educational psychologist/specialist teacher. Communication and Interaction (C and I) team involvement for pupils with an EHCP. ELSA intervention e.g. Zones of regulation <u>Signposting to families:</u> AUTISM ASSOCIATION www.autism.org.uk
Emotional, behavioural and social (SEMH)	<u>Learning Environment and groupings</u> Nurturing ethos and class friendships Class goals and rewards Time spent nurturing good relationships Clear and consistent boundaries Positive reinforcement and praise Celebration assemblies Well-planned curriculum to explain wellbeing and mental health to all children PSHE association and assemblies Adaptations to class layout Structured class routines	<u>Learning Environment and groupings</u> Seated in a place which makes the child feel safe and secure Emotional gauge on table to signal mood/feelings Systems in place to support during unstructured times Now and next card with clear expectations.	<u>Learning Environment and groupings</u> Safe space either in or out of the classroom maybe required to calm or reflect on work or day Individual Behaviour Management plans Involvement of Primary Behaviour Support, Educational Psychologist, Specialist teachers.

	Bubble box/opportunities to share concerns/worries Provision of broad range of foundation subjects and before and after school clubs Whole-school behaviour policy, rules, reward and sanctions systems. – Code of Conduct		
	Teaching and learning Teaching of strategies for resilience and growth mindset (BLP) Strategies for independent working taught and modelled Circle time. Jigsaw PSHE-focused work – mental health and well-being.	Teaching and learning Group circle time. – circle of friends Regular check-ins from adults in the room Lunchtime support named member of staff, quiet place to eat if needed Home school communication book. Visual prompts Agreed areas ‘safe spaces’ Arranged adult to talk to who will be available wherever possible. “champion” Low key tasks given with increased structure and predictability when needed.	Teaching and learning Individualised socio-emotional curriculum Advice from educational psychologist/specialist teacher Individual behaviour management plan (IBMP) Pastoral support plan.
	<u>Resources, roles and responsibilities</u> “Bubble time” – Time talk In-class support for supporting behaviour targets – sticker/motivational chart	<u>Resources, roles and responsibilities</u> Boxall profile. Family support/TAF. Risk assessment, care or support plan. Individual Support Plan ELSA/FSC: ● Emotional Literacy ● Anger ● Anxiety ● Emotional Awareness ● Managing Emotions ● Bereavement ● Self-Esteem ● Social skills (social stories, games, activities) Guidance from outside agencies: ● Educational Psychologist ● CAMHS ●	<u>Resources, roles and responsibilities</u> ELSA – 6/8 sessions 1:1 intervention Small group or one-to-one support for social skills FSC working with family and children Therapeutic Lead working with staff, families and children to deepen knowledge and teach skills Referrals: CAMHs Simons Says Winston’s Wish Young Carers EHCP Signposting families to: Youth & Families Matter Clifford Centre Wellbeing support Youth counselling (hampshireyouthaccess.org.uk) GP Mental health crisis team Community Mental Health team

		Clifford Centre (PBS) • School Nursing Team	Mental health crisis team Community Mental Health team Website for advice and support www.what0-18.nhs.uk Place 2 Be- www.place2be.org.uk Young Minds- www.youngminds.org.uk Support for Parents for behaviour that is challenging to manage – http://www.barnardos.org.uk/hspss.ht MIND www.mind.org.uk AUTISM ASSOCIATION www.autism.org.uk
Sensory and physical	<u>Learning Environment and groupings</u> Moving and handling training Accessibility of building Risk assessments for classroom and surrounding areas	<u>Learning Environment and groupings</u> Position in class is considered Noise and sound reduction Displays amended to reduce stimulation or clutter	<u>Learning Environment and groupings</u> Time allowed for movement breaks Sensory checklist carried out Regular access to sensory circuits Use of intervention room (quiet zone) to eat lunch
	<u>Teaching and learning</u> Flexible teaching arrangements	<u>Teaching and learning</u> In-class support for supporting access/safety Fine or gross motor small group interventions	<u>Teaching and learning</u> 1:1 Physiotherapy programme with involvement from outside agencies followed Use of assistive technology eg. Clicker
	<u>Resources, roles and responsibilities</u> Writing slopes and pencil grips /triangular pens Seated properly	<u>Resources, roles and responsibilities</u> Solent Therapy Pack Additional keyboard skills training. Additional fine/gross motor skills resources OT sessions (weekly) to support gross motor skills	<u>Resources, roles and responsibilities</u> Physiotherapy/occupational therapy programme. Use of appropriate resources (e.g. visualizers, radio aids). Advice from educational psychologist/specialist Hi/VI teacher. Low stimulation area either in classroom or break-out space Referrals: Specialist Teacher Advisors e.g. HI, VI School Nurse NHS therapy service e.g. OT, Physio Signposting families to: Hampshire Local Offer

APPENDIX 3

GLOSSARY OF SEND ABBREVIATIONS

ACE:	Adverse Childhood Experiences
ADD:	Attention Deficit Disorder.
ADHD:	Attention Deficit Hyperactivity Disorder.
ASD:	Autistic Spectrum Disorder.
ARE:	Age Related Expectations
BSL	British Sign Language
CAMHS:	Child and Adolescent Mental Health Service are organised on a locality basis. These services are staffed by health professionals who specialise in working with young people and families who are experiencing emotional, developmental and psychiatric problems.
Disapplication:	The removal or lifting of a programme of study or from end of key stage assessments
DLA:	Disability Living Allowance is a benefit available to children and adults with a disability who are under 65 years old, and who need help with day to day activities.
Dyscalculia:	A condition that affects the ability to acquire arithmetical skills. Dyscalculia learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures.
Developmental coordination disorder:	An impairment or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought.
EP	Educational Psychologist
GD	Greater Depth
HI	Hearing Impairment
HFA:	High Functioning Autism
Individual Provision map:	Individual Provision Map is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class (those pupils on SEN Support or with an EHC plan).
IPSEA:	Independent Panel for Special Educational Needs. Voluntary support for special education.
LSA:	Learning Support Assistant
MSI	Multi-sensory Impairment
NAS:	National Autistic Society
	Neurodiversity
NT:	Neurotypical – a term used for people without autism.
OT:	Occupational Therapy/Therapist
OCD:	Obsessive Compulsive Disorder.
ODD:	Oppositional Defiant Disorder

SENDIAS	Provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
PECS:	Picture Exchange Communication System.
PD:	Physical Disability
MLD:	Moderate Learning Difficulty.
PMLD:	Profound and Multiple Learning Difficulties
Portage:	Planned, home-based educational support for pre-school children with special educational needs usually provided by the LEA.
SEMH:	Social, Emotional and Mental Health.
SEND Support:	Children who meet the criteria and are on the school SEN register and will receive targeted support to meet their small step targets.
SEND:	Special Educational Needs or disability.
SENCO:	Special Educational Needs Coordinator: member of staff of a school or early education setting who has responsibility for coordinating SEND provision within that school.
SEN Tribunal:	Parents whose children have special educational needs can appeal to the Special Educational Needs & Disability Tribunal against decisions made by the local authority (LA) in England and Wales about their children's education.
SLCN	Speech, Language and Communication Needs
SMART target	Specific, Measurable, Achievable, Realistic, Timed
Special School:	A school which is specially organised to make special educational provision for pupils with special educational needs.
SLT or SALT:	Speech and Language Therapy
SpLD	Specific Learning Difficulty e.g. Dyslexia, Dyscalculia, Developmental Communication Disorder
EHCP	An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.
Statutory Assessment:	Statutory assessment is a formal assessment under the 1996 Education Act which involves the collection of advice in order to build a picture of a child's special educational needs and the provision needed to meet those needs.
Stim: Stimming:	Short for self-stimulation, like rocking, humming or tapping
PBS:	Primary behaviour Support
PDD:	Pervasive Development Disorder
PDD-NOS:	Pervasive Development Disorder - Not otherwise specified
VI	Visual Impairment