

HEYTESBURY CHURCH OF ENGLAND VA PRIMARY SCHOOL

Special Educational Needs (S.E.N.) Policy

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At Heytesbury Primary School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with special educational needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

Definition of Special Educational Needs (SEN)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a 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 educational facilities of a kind generally provided for children of the same age in school.

(Special Educational Needs Code of Practice, 2014)

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children have inter-related needs. These additional needs may be for a short period or throughout a child's life. They may be identified before a child enters school or they may come to be recognised at a specific point in their education.

Not all children with a disability have special educational needs.

Special educational provision means:-

"Support and interventions (additional to and different from that provided by high quality teaching)...selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness...provided by staff with sufficient skills and knowledge."

(see section 6.50 Special Educational Needs Code of Practice, 2014 p90)

Aims

At Heytesbury School we believe in providing an inclusive learning environment where all children, including children with SEN, are treated equally and have access to the full range of opportunities that we provide. We aim to develop the full potential of every child. All children will have the right to a broad and balanced curriculum, including extra-curricular activities. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

1. To identify and monitor children's individual needs from the earliest opportunity, through accurate assessment and tracking, so that appropriate provision can be made.
2. To plan an effective curriculum, which may include specific interventions, to meet the needs of children with special educational needs.
3. To actively involve the children and their parents/carers in the process of identifying needs and setting and reviewing targets. (This may or may not include provision map / My Support Plan targets)

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN, and has due regard for the general presumption in law of mainstream education for children with SEN, secured by the Children and Families Act 2014, and referred to within the 2014 SEND Code of Practice, in that:

'Where a child...has SEN but does not have an EHC plan, they must be educated in a mainstream setting except under specific circumstances' (CoP 1:27)

Normal admission arrangements will therefore apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an Education, Health and Care Plan (EHCP) – in Wiltshire, known as a 'My Plan', or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate LA officer to ensure that their needs can be met.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO) is Mrs Carole Godfrey.

The Governor with responsibility for Special Educational Needs (SEN) is Mrs Sarah Davis.

Governors' Role

The duties of the Governing Body are to:

- do its best to ensure that appropriate provision is made for any child who has special educational needs and/or disabilities. (governors should have a sound knowledge of the provision in terms of funding, equipment, personnel and resources)
- ensure that where the headteacher has been informed by the Local Authority that a child has Special Educational needs, those needs are made known to all who are likely to teach him/her.
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving

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the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

- have regard to the Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy.
- They are up-to-date and knowledgeable about the school's SEN provision; including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan and the school's self-evaluation process.
- The quality of SEN provision is continually monitored.

The Governing Body designates a governor with responsibility for Special Educational Needs to ensure that the above responsibilities are met.

SENCO's Role

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- The day to day implementation of the SEN policy.
- Monitoring, evaluating and reviewing policies and practices relating to SEN
- Providing advice to staff, supporting and liaising with them in regards to SEN matters.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Meeting regularly with class teachers to monitor and track the progress of the children on the SEN register.
- Work with the class teachers, SEN pupils and parents/carers of those pupils in the formulation and review of 'My Support Plans'.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Meeting regularly with the Governor responsible for Special Educational Needs to discuss provision and meetings with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

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- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.
- Co-ordinating the range of support available to children with special educational needs.
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

Class Teachers' Role

The new Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Providing high quality and effectively differentiated teaching to meet the needs of children with SEN;
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEN;
- Ensuring that all children can access the curriculum and engage in learning;
- Setting and reviewing with pupils, where appropriate, their individual targets and working with them to help achieve said targets;
- Identifying, planning and monitoring progress of SEN pupils;
- Writing and reviewing My Support Plans where deemed needed;
- Completing and reviewing Wiltshire's GRSS documentation when necessary;
- Acting upon the advice of outside agencies eg SENS, EP.
- Completing and reviewing the class provision map.

Identification, assessment and provision

All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified.

If a class teacher has concerns about a child in their class, they share their concerns with the child's parents. Should the concerns continue, advice will be sought from the SENCo in regards to the next steps.

The school follows the guidance of the Code of Practice, implementing a staged procedure, which identifies the needs of children with SEN in conjunction with Wiltshire's assessment tool – the Wiltshire Graduated Response to SEND Support (GRSS).

Identification

The attainment and progress of all children is carefully tracked and monitored throughout the year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and if concerns continue, with the SENCo.

Early identification of pupils with SEN is a priority. Any children in pre-school settings with Special Educational Needs will be identified by contact with the pre-school staff, the school health visitor or School Start. If necessary a 'Transition inclusion support meeting' with staff, parents or carers and any other agencies will be arranged (TISM.) On entry to Foundation Stage 2, the class teacher will complete a baseline assessment for all children and track progress and attainment until completion of the Early Years Foundation Stage Profile. This will help to inform the school of a child's aptitude, abilities and attainments and will be used to improve continuity in learning when he/she enters Key Stage 1 from the Early Years. Ongoing assessments will be used as the child moves through Key Stage 1 and into Key Stage 2.

In all year groups, where concerns have been raised and are ongoing, teachers will complete the Wiltshire Graduated response to SEND support (GRSS). This gives guidance regarding procedures and strategies and helps to inform decisions as to whether the child should be placed on the SEN register at the 'SEN Support' level. This is to ensure progress is closely monitored and additional support can be put in to place as necessary. Parents are always involved at this stage.

Should the class teacher or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs.

Provision

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.' (Code of Practice 2014 6.44)

The needs of the majority of children will be met in the classroom. For some children it will be necessary for them to spend some time in small group work or be withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Provision which is additional or different will be identified in the school provision map.

Assessment

The Code of Practice stipulates a four part cycle.

The Four-Part Cycle

- **Assess** – the class teachers, and if necessary professionals from outside agencies, assess the needs of the individuals, in agreement with parents.
- **Plan** – we identify the barriers to learning, intended outcomes and plan appropriate support and/or in some cases, intervention, to meet those outcomes.
- **Do** - we provide appropriate support either within the classroom or as part of an intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult. Support will be recorded on the provision map.
- **Review** - we evaluate the impact of the support provided and consider whether changes to the support need to be made.

The graduated approach

The Code of Practice advocates a graduated approach to meeting pupils' needs.

Initial Concern

Where a child is not making progress within a differentiated curriculum delivered through quality first teaching, the class teacher will alert the SENCo to her concern and also discuss this with parents. Inclusive strategies for whole class teaching will be put in place and the child may be added to the provision map. Appropriate parental support will be agreed.

Ongoing concern

Where concerns continue, the class teacher will discuss these with the SENCo and the parents. Strategies for support will be adapted and additional interventions, primarily within the classroom, may be tried to boost the child's progress and confidence. This support will be added to the provision map and the child's name added to the 'concern register'.

Persistent Concerns

Where a child does not make progress despite inclusive strategies and possible additional interventions, there will be a formal meeting between the class teacher and the parents to explore what underlying reasons may be contributing to the child's lack of progress.

The Wiltshire Graduated Response to SEND Support (GRSS) will be completed by the class teacher in order to identify specific difficulties.

Where external factors may be contributing to the child's lack of progress, parents will be sign posted to appropriate agencies, eg school nurse.

SEN Support

Under the Code of Practice, a child is deemed to have Special Educational Needs or SEN, if he or she has '*significantly greater difficulty in learning than the majority of others of the same age*' or his or her disability '*prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.*' Special educational provision is needed for him or her over and above that which can be met through good quality classroom teaching and differentiation.

Children at Heytesbury School who appear to have significant barriers to learning may be identified as having Special Educational Needs.

Children with special educational needs will be those who:

- Make little or no progress
- Demonstrate difficulty in developing basic literacy or numeracy skills
- Experience persistent and/or significant emotional/social difficulties which may lead to poor or challenging behaviour that is not ameliorated by positive behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience speech, language and social communication difficulties that act as a barrier to learning.

If the school decides, in consultation with parents, that a pupil requires additional support to make progress, the child will be placed on the SEN register as 'SEN Support' level.

The class teacher will remain responsible for planning and delivering specific learning opportunities. This may include an intervention delivered in class, in a small group or on a one to one. Parents will be notified in writing if a child is withdrawn from class for a specialised intervention, eg Back on Track, Early Literacy Support. Pupil progress as a result of interventions will be closely monitored and recorded on the provision map and reported to parents through parent consultation meetings.

Interventions

Children with SEN will receive interventions as appropriate to their currently identified needs. These may include:

- Provision of alternate learning materials/special equipment eg laptop/i-pad
- Provision of additional adult time eg small group work in or out of class
- Staff development/training to undertake more effective strategies
- Access to external SEN professionals for advice on strategies or equipment
- Direct work with a SEN professional

The school uses a provision map to record the SEN provision children access. The provision map also records targets set for groups or individuals, as well as the outcome of any additional support/interventions.

For some children with significant or complex needs, a 'My Support Plan' may be drawn up in consultation with the child and with the parents. This clearly sets out the child's strengths and difficulties and agrees provision to meet their needs. A 'one page profile' will be included as part of this plan, giving the child's views on their own strengths and needs and their aspirations for the future. Individual targets linked to the aims identified on the 'My Support Plan' will be identified on the class provision map. Where appropriate, these will be discussed with the pupil and shared with parents, who are welcome to comment and contribute. Provision maps are reviewed at least 3 times a year.

Where children with SEN continue to make little or no progress in relation to small step targets, are working at a level significantly below their peers and/or continue to present with difficulties that substantially impede their own learning, a referral may be made to an external support agency, eg, Special Educational Needs Service, educational psychologist. External professionals may contribute ideas for the provision map targets and strategies, either through informal advice or through a formal report.

Requesting a 'My Plan'

The Wiltshire 'My Plan' replaces the Statement of SEN and is being phased in over the next two years. (Elsewhere in the country this is referred to as the Education, Health and Care Plan.)

The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention, following the recommendations of an external SEN professional, the child continues to experience significant barriers to learning. A statutory assessment can also be requested by a parent or external agency.

A 'My Plan' will normally be provided where, after a statutory assessment, the Local Authority considers that the child requires provision beyond what the school can offer. Currently, schools are expected to offer 15 hours of support before additional funding is allocated.

A request for statutory assessment may not result in a 'My Plan' but the local authority's decision can be appealed by parents.

Annual Reviews

'My Plans' must be reviewed annually. The SENCo will organise these meetings and invite those deemed necessary to attend eg class teacher, parents, educational psychologist, a LA representative.

At the year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all secondary school settings before this meeting, in order to make an informed decision.

At the year 6 annual review, a representative from the secondary school will be invited.

Record Keeping

Class teachers keep records of the steps taken to meet the pupils' needs. The SENCo maintains an up to date record of children 'causing concern' as well as the SEN register. Children on the SEN register have their own individual folder.

This folder may include:-

- Information from parents
- Support / interventions
- My Support Plan
- Information from outside agencies
- IEPs & their reviews
- Minutes of meetings

Partnership with parents, carers and children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school.

We encourage children to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges. The school will also update parents/carers with relevant information.

Resources

Most of the resources used by children having special educational needs are available within the classroom.

Teaching assistants are a valuable resource – they are provided with regular training in order to continue to develop their skills and expertise in supporting teachers to meet the needs of children with SEN.

Continuing Professional Development

The SENCO will attend SENCO network meetings and training courses as necessary, in order to keep up to date with recent initiatives, publications and requirements in Wiltshire. Staff may attend training as appropriate, run by the LA, outside agencies or by school staff.

Links and use of outside agencies

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. These agencies may include for example, Specialist SEN advisers, speech and language therapist, educational psychologist, Behaviour Support, school nurse, occupational therapist.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Support Plan, a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Every effort is made to ensure that medical needs are fully supported. We liaise with the school nurse or specialist medical services about various conditions such as diabetes, asthma and allergies. Our Medical Needs Policy gives further details about how these children will be supported.

Partnership with Parents/carers/children

The school is fully committed to a partnership with parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by staff.

Parents are involved in the identification, assessment and decision making processes in the school through parent consultation meetings and additional meetings with the class teacher and/or SENCo. Children are encouraged to contribute to their My Support Plan and/or the setting and review of targets on the provision map.

Links with other schools

Pre- school children are invited to Heytesbury for induction visits in the term before they start school. We liaise with the pre-school providers in regards to any particular needs a child may require when they begin school in the autumn.

When a child joins Heytesbury in a different year group, we ask the previous school for the child's records. If necessary, the SENCo will contact the SENCo from the 'sending school'.

We maintain close links with our feeder secondary school, Kingdown. Transition arrangements include a completed proforma detailing current needs and provision; a meeting or telephone discussion with a senior SEN assistant from the secondary school and the primary school SENCo; all children have a four day visit during the summer term - further visits may be arranged for more vulnerable children; and a 'Head of House' from the secondary school visits in the summer term.

Evaluating Success

The policy will be monitored, reviewed and evaluated against the aims and objectives set out earlier in the policy through rigorous self evaluation by the SENCo in liaison with the staff and SEN Governor. Areas of strength and development are identified and the SENCo forms an action plan which is part of the whole school development plan.

In evaluating the success of this policy, the school will consider the views of:

- teachers
- teaching assistants
- parents/carers
- pupils
- external professionals / agencies

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and / or the Headteacher. Should the matter still be unresolved the parents/carers should refer to the school complaints procedure for formal complaints.

Date of Review

This policy has been written to be in line with the Code of Practice 2014. It will be reviewed in September 2017.

Appendix 1 - School Provision Map

Literacy:		Numeracy:	
Basic entitlement:	Additional or different:	Basic entitlement:	Additional or different:
High quality teaching and learning Small group work with TA Individual targets Literacy framework Spelling groups Individual/group reading Handwriting Letters and sounds WESforD	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>P scales</i> • <i>WESforD</i> • <i>NESSY</i> • <i>Speech and language programme</i> • <i>Teodorescu perceptuo - motor programme</i> • <i>Clicker</i> • <i>Sound Discovery</i> • <i>AcceleRead / AcceleWrite (Y2-6)</i> • <i>Booster groups</i> • <i>ELS (Y1)</i> • <i>Sir Kits Quest (Y3)</i> 	High quality teaching and learning Small group work with TA Individual targets Numeracy framework Booster groups NFER assessment	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>P scales</i> • <i>Wave 3 materials</i> • <i>Every Child Counts</i> • <i>Back on Track</i>
Foundation Curriculum:		Early Years Foundation Stage:	
Basic entitlement:	Additional or different:	Basic entitlement:	Additional or different:
Skills based creative curriculum High quality teaching and learning Small group work with TA Individual targets (Science, ICT)	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>P scales</i> 	EYFS profile Skills based creative curriculum High quality teaching and learning Small group work with TA Individual targets Individual / group reading Handwriting Letters and sounds Booster groups Scale points Individual 'Learning journey' Spotlight maths	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>Speech and language support</i> • <i>Social skills group</i> • <i>Anger management group</i> • <i>Movement programme</i>
Sensory and Physical Needs:		Behaviour, Emotional and Social Needs:	
Basic entitlement:	Additional or different:	Basic entitlement:	Additional or different:
High quality teaching and learning Brain gym, eurhythmy	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>Target card</i> • <i>Health care plan</i> • <i>Occupational health programme</i> • <i>Motor skills programme</i> 	SEAL Visual time table	<ul style="list-style-type: none"> • <i>IEP with targets</i> • <i>Behaviour plan</i> • <i>Social skills group</i> • <i>Anger management group</i> • <i>Workstation</i>

Appendix 2 – Additional Contacts for Parents

There are links for parents on the Wiltshire County Council web site:

<http://www2.wiltshire.gov.uk/education-and-learning/sen-parent-partnership-service.htm>

- ASK Parent Partnership Service (aPPS)

www.askwiltshire.org

08457 585072

- Connexions
- Wessex Mediation

<http://www.wessexmediation.co.uk/>

0845 0529487

- Pathways

<http://www.wiltshirepathways.org/>

Appendix 3 – Jargon Buster

Annual Review: The process of ensuring that a Statement of Special Educational Needs continues to describe the child's needs and how they should be met through a meeting held once a year

Assessment: Finding out what a child can and cannot do by observing them at school and sometimes at home and by talking with people who know the child well

Assistant Education Officer (AEO): A local authority officer who, in addition to supporting the education officer has responsibility for SEN casework

Carer: A person who is looking after a child but isn't their birth parent

Code of Practice: A government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs

Connexions Service: A service providing a single point of contact for all 13-19 year olds to help them prepare for the transition to work and to adult life

Connexions Personal Adviser (PA): A person who works for Connexions and provides information, advice and guidance for 13-19 year olds when and where needed. If a young person has a Statement of Special Educational Needs, a Connexions PA should attend their annual review when they are in year 9 to draw up their transition plan

Department for Children, Schools and Families (DSCF): A national government department

Differentiation: The way in which the early years setting/school's curriculum and teaching methods are adapted to meet the needs of a child

Disagreement resolution (mediation): Arrangements which all local authorities must provide to help prevent or resolve disagreements between parents/carers whose children have SEN and the local authority or school. These must include an independent service with trained mediators, designed to bring the different parties together in an informal way to try to resolve the disagreement through discussion. In Wiltshire this service is called Wessex Mediation and you can contact them by telephoning 01823 336465

District Inclusion Support Meeting (DISM): A meeting (often held in a District Specialist Centre) to plan and co-ordinate services for children requiring intensive support in the Early Years

District Specialist Centre (DSC): A place offering intensive support from a range of services to children aged 0-5 years (previously known as Opportunity Groups)

Early Years: Birth to five years

Early Years Action: Collecting information about a child (0-5) who has special educational needs and requires help which is different from that provided as part of the usual curriculum, and designing a programme (often called an Individual Education Plan or IEP) for them. The

programme will be drawn up by the early years practitioner/ teacher who works with the child and the SEN Co-ordinator (SENCO)

Early Years Action Plus: Seeking advice or support from external specialist services for a child who cannot progress adequately on Early Years Action, and drawing up a new or revised programme to that provided at Early Years Action

Early Years education settings: All pre-school education provision, such as nursery classes and schools, day nurseries, playgroups, childminders and portage services

Early Years Foundation Stage: The framework which sets out standards and provides a flexible approach which supports learning and development until the end of the reception year at school

Educational Psychologist (EP): A professional employed by the local authority to assess a child's Special Educational Needs and to give advice to schools and settings as to how the child's needs can be met

Education Officer (EO): An officer of the local authority dealing with provision and placement of children with special educational needs, particularly those with a Statement or undergoing Statutory Assessment. See also Named Local Authority Officer and Assistant Education Officer

Educational Welfare Officer (EWO): An officer of the local authority dealing with young people who have irregular attendance or frequent absence from school. EWOs look at reasons for attendance problems and work with teams from Social Care to identify and support children involved in child protection procedures

Enhanced Learning Provision: An individualised and flexible programme of support put in place by all non-selective mainstream secondary schools in Wiltshire (from Sept 08), to meet the high level learning needs of the most needy pupils, who often have a combination of special educational needs

Further Education (FE): Full or part-time education for people over compulsory school age which does not take place in a school or university

Graduated approach: A model which recognises that children may need different levels of support at different stages in their early years or school lives

Individual Education Plan: A plan written by an early years practitioner/teacher/SENCO, outlining the way the child's needs are being met, and setting SMART targets

Independent Parental Supporter: Someone who can give support to parents/carers, for example, by going to meetings, encouraging parents to get involved and helping them to understand systems related to special educational needs. In Wiltshire IPSs are volunteers, trained by the Special Educational Needs Support Service (SENSs)

Key Stages: The different stages of education that a child passes through:
Early Years Foundation Stage – age 0-5 (Early years setting/ Nursery FS1) and (Reception FS2);
Key Stage one – age 5-7 (Years 1 and 2);
Key Stage two – age 7-11 (Years 3, 4, 5 and 6);
Key Stage three – age 11-14 (Years 7, 8 and 9);

Learning difficulties: Problems or conditions which make learning harder for the individual than it is for most people

Local Inclusion Support Meeting (LISM): An individual planning meeting to help identify appropriate networks and plan for a child's present and future needs in the Early Years, involving professionals and parents working together at a local level

Local authority (LA): A local government body that is responsible for providing education. For children with special educational needs the LA is responsible for carrying out Statutory Assessments and maintaining Statements

Mainstream school: An ordinary school which is for all children, not just those with special educational needs

Maintained school: A state school. This includes community, foundation and voluntary aided schools

Named LA Officer: The person from the local authority who will deal with a child's case. This is the person that parents/carers and schools contact with specific queries about a child's Statutory Assessment or Statement of Special Educational Needs. See also Education Officer and Assistant Education Officer

National Curriculum: The framework which sets out standards and appropriate levels of achievement for children's education, as laid down by the DCSF

Note in Lieu: A document which the Local Authority may produce following Statutory Assessment. It describes a child's special educational needs, explains why a Statement is not needed and sets out what help should be provided to support the child. The local authority will ask for the parent/carer's agreement before sending this document to professionals, including the child's school

Occupational Therapist (OT): A professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties

Paediatrician (community): A doctor who specialises in children's diseases and may be responsible for the continuing care of children with special educational needs both before school entry and in special and mainstream schools

Pastoral Support Plan (PSP): A plan drawn up by a school to support a child at serious risk of disaffection or exclusion. If a PSP is being written for a child who has special educational needs it should not replace their Individual Education Plan

'P' Levels: Performance levels used to assess a child who is not yet working within the National Curriculum levels of attainment

Provision: The extra or different help given to children with special educational needs

Provision mapping: A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum. It can be used as part of the planning process for a child with additional needs

Portage: Home-based educational support for pre-school children with special educational needs

School Action: Collecting information about a child who has special educational needs and requires help which is different from that provided as part of the usual curriculum, and designing a programme (often called an Individual Education Plan or IEP) for them. The programme will be designed by teachers who work with the child and the SENCO

School Action Plus: Seeking advice or support from external specialist services for a child who cannot progress adequately on School Action, and drawing up a new or revised programme to that provided at School Action

'SMART' targets: Targets which are **S**pecific, **M**easurable, **A**greed, **R**ealistic and **T**imed. This is what targets for individual children should be like

Special Educational Needs (SEN): The needs of children who have a learning difficulty, which means that they require special educational provision to be made for them. Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from accessing the education provided for other children

Special Educational Needs Co-ordinator (SENCO): The person responsible for the planning of special educational needs within school or early years settings

Special Educational Needs and Disability Tribunal (SENDIST): An independent body that hears appeals against decisions made by the local authority on Statutory Assessments and Statements

Specialist Learning Centre: A centre based within a mainstream school providing a higher level of support. In Wiltshire there are centres for the following areas of SEN: Complex Needs (Primary); Hearing Impairment (Primary and Secondary); Speech and Language Difficulties (Primary); Physical Difficulties (Primary and Secondary); and Social and Communication Difficulties/Autistic Spectrum Disorder (Primary)

Special School: A school which is specially organised to make special educational provision for pupils with special educational needs

Specific Learning Difficulties (SpLD): Learning difficulties in specific areas, such as dyslexia or dyspraxia

Speech & Language Therapist: A professional trained to give specialist assessments, advice and treatment for children with communication difficulties

Statement of Special Educational Needs: A legal document that sets out a child's needs and the extra help he/she should get

Statutory Assessment: A very detailed assessment of a child's special educational needs. It includes parental, educational, psychological and medical advice and also the advice of any other professional involved with the child. It may lead to a Statement of Educational Needs. Contact Wiltshire County Council if you would like a leaflet about Statutory Assessments.

Transition Inclusion Support Meeting (TISM): A meeting held for children who require additional support during the transition to school, to plan a flexible and individual programme of transition into school life. It will involve parents/ carers as well as professionals who have been involved with the child, and representatives from the child's new school

Transition plan: A plan drawn up during the Year 9 Annual Review of a Statement. It should take account of the views of the young person, his/her parents and all the professionals involved with the young person. It must involve the Connexions Personal Adviser. The plan sets out the steps that need to be taken to move from school to adult life.