



Inclusion Policy

Special Educational Needs and Disabilities & English as an Additional Language

Links:

[Equal Opportunity Policy](#)
[Complaints Procedure](#)
[Disability Equality Scheme](#)
[School Accessibility Plan](#)

Date Last Reviewed:	September 2019
Next Review Date:	September 2021
Audience:	Open

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1 DEFINITION OF EDUCATIONAL INCLUSION

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

(Evaluating Educational Inclusion) - Guidance for inspectors and schools 2002

Newnham Junior School has taken into account the following statements and definitions:

"High Quality Teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014."

SEND

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

2 INTRODUCTION

At Newnham Junior School we are committed to providing an inclusive learning environment that encourages and challenges all pupils to maximise their potential 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 SEND meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. (See appendix 1)

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

At Newnham Junior School we recognise that there is a wide spectrum of Special Educational Needs and that these are sometimes inter-related.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning Needs
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

3 ADMISSION ARRANGEMENTS

The Governing Body has agreed admissions criteria with the Local Authority that do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

Pupils who have an Education, Health and Care Plan, EHCP, (formerly known as a Statement) will be considered for a school place in line with the Local Authority policy for such pupils.

The admission arrangements for pupils with SEN or disabilities who do not have an EHCP do not differ from those for other pupils.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

We have a duty under the Equality Act 2010 towards individual disabled children to make reasonable adjustments. This includes the provision of auxiliary aids and services to prevent them being put at a substantial disadvantage. This requires thought in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. For example, if a child has limited walking ability there are ramps around the building to support wheelchair access and rails are lowered accordingly to further support the pupil.

The Code of Practice underpins the following principles through:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision – making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

(SEN Code of Practice, July 2014)

The specific objectives of our Inclusion policy are as follows:

- To identify students who experience learning difficulties and / or disabilities and to ensure that their needs are met
- To encourage students with special educational needs and disabilities join in with all the activities of the school, this may need extra provision from other relevant bodies to help him/her to participate with PGL trips.

- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate
- To ensure that parents are informed of their child's SENd: to include parents in reviews of progress and support strategies and
- To identify students who experience learning difficulties and/or disabilities (including SEND /EAL) and to ensure that their needs are met.

The success of the school's Inclusion policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body will be informed of the successful implementation of the policy and the effectiveness of provision. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the school's Provision Map

The Inclusion Manager/SENdCO for the school is responsible for co-ordinating SENd provision. A member of the Governing body takes a special interest in SENd, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan and Disability Equality Scheme outlines provision for such children.

4 IDENTIFYING AND ASSESSING SENd IN SCHOOL

Early identification of learning difficulties is a priority. We liaise with schools around our area and in particular with Newnham Infant School, to identify pupils who may experience difficulties on transfer. A 'handover day' is arranged to discuss concerns with teachers and parents, so as to ensure continuity of provision. We liaise with the Special Needs Officer and other agencies to arrange Transition Plans for pupils with EHC Plans. When pupils move to another school their records are transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Under the provisions of The Children and Families Act 2014, the designations of School Action and School Action Plus have been replaced by SENd support, a graduated approach to supporting pupils with SEN or disabilities. This change will be reflected in the School Census. (May 2015).

A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the pupil is not making the expected progress, the class teacher will consult with the Inclusion Manager/SENdCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. However the school operates an 'In-House' ('Record of Concern') stage where any initial concerns are raised with parents and children's progress is monitored closely over a set period. (see Appendix 2)

5 SEND SUPPORT - The Graduated Approach

A 'Staged' model, in line with the **SEN Code of Practice**, (2014) has been developed. This takes the form of a four part cycle; Assess, Plan, Do, Review

5.1 Assess

Children with SEND are placed at one of two levels on the 'SEN Support/Inclusion Register':

- SEND Support (formerly School Action, School Action Plus)
- Education, Health and Care Plan, EHCP (formerly Statement)

The SEND Code of Practice provides advice to LAs and schools on carrying out their duties to identify assess and make provision for children's SEND.

Schools have a statutory duty to identify pupils who experience learning difficulties.

This consists of two levels of intervention:

1. SEND Support

A pupil will be placed at this stage if there are concerns across the board and where a pupil is making less progress than expected. The pupil may require additional support from interventions, carried out by teaching assistants, attendance at homework/reading clubs as well as those required for the wider development of social needs.

2. Education, Health and Care Plan, EHCP

Where it is felt that the child still has extra needs which cannot be met by the actions of previous stages, the school may ask the LA for a statutory assessment. This may lead to an EHCP. This will occur very rarely as most pupils do not require such an assessment. Where a child is in receipt of a current statement of SEND, the Local Authority has a phased implementation to transfer these to an EHC within the next three years or where this is already the case, the school will implement the support outlined within the plan, following all reasonable adjustments to meet the individual need.

5.2 Plan

An Individual Education Plan (IEP) is required for all pupils with an EHCP and those who are on SEND Support - ('In Need of SEND').

This plan sets out the nature of the difficulty and what the school will do to meet the pupil's needs. It is reviewed termly during our SEND Review Meetings, with parents/carers, pupils and other relevant staff. This gives everyone the opportunity to actively participate in the target setting and review process. The outcomes will be recorded.

5.3 Do

All teachers and teaching assistants are aware of the pupils on the 'SENd Support Register' which identifies SENd pupils as well as highlighting other concerns.

The SENdCO meets regularly with members of staff to monitor and review all pupils on the register.

The Head of Inclusion (SENdCO) meets each half term with our Educational Psychologist to discuss concerns and to plan our SEN provision. We liaise closely with the LA Advisory teachers to ensure that pupils receive appropriate provision.

5.4 Review

Regular meetings between school and parents – (Joint School and Family Consultations) will take place to review and monitor progress, including how to achieve them with the responsibilities of the parent, pupil and school.

Pupils with EHCPs will be reviewed annually following Local Authority procedures and must focus on the child or young person's progress towards achieving the outcomes specified in the EHCP. The review must also consider whether these outcomes and supporting targets remain appropriate. Consideration should also be given to any transition planning where appropriate.

External support services play an important part in helping our school identify, assess and make provision for pupils with special education needs e.g.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties.

6 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. We believe that it is important to ensure that all pupils have access to the whole curriculum in order to raise standards of achievement. By establishing a positive sense of identity we can promote self-esteem and confidence.

6.1 Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

6.2 Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and

written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

6.3 Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Quality First Teaching (Wave 1) and, where appropriate, given additional support through interventions (Wave 2) - Teaching.

7 LOOKED AFTER STUDENTS (LAC)

Looked after children are supported by the delegated member of staff. There are high expectations of attainment and achievement for all looked after children. All looked after pupils have a PEP (Personal Educational Plan) which is reviewed every six months with the delegated member of staff, parent/carer(s) and social workers. All staff are aware of the strategies in the PEP.

8 IMPLEMENTATION OF THE POLICY

Every teacher is responsible for the inclusive practice within their classroom; all teachers share the responsibility for identification, assessment, planning and implementing programs of work, with due regard to the Code of Practice.

9 STAFF ROLES AND RESPONSIBILITIES:

9.1 ROLE OF THE HEAD TEACHERS

- The Head Teachers are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teachers and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENdCO)
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SENdCO)
 - Pupil progress meetings with individual teachers
 - Regular meetings with the SENdCO

9.2 ROLE OF THE SENdCo

- The day-to-day operation of the Inclusion policy.
- Co-ordinating provision for pupils with SEND.
- Maintaining the school's Inclusion Register and overseeing the records for all pupils with SEND.
- Active participation in the strategic development of SEND.

- Liaison with all staff
- Teaching and observing students with special educational needs
- Managing, supporting and training Learning Support Assistants. (LSAs)
- Contributing to the in-service training of staff.
- Liaison with external agencies, including the Educational Psychology Service and other support agencies.

9.3 GOVERNORS

Governors have a legal responsibility for ensuring that provision is made for pupils with SEND. They need to:

- Have an understanding to the Code of Practice.
- Support and monitor the Inclusion policy and review it as appropriate.
- Monitor SEND expenditure.
- Report to parents in the governing body's annual report (including all aspects specifically referred to in the Code of Practice).
- Ensure that a summary of Inclusion policy and provision is included in the school prospectus
- Identify any gaps in provision and consider how these can best be met.

9.4 PARENTS/CARERS

The School is committed to including parents/carers in all aspects of their child's education. Parents/carers are kept informed of progress by regular contact through the homework diary, school reports, and Review Meetings. They are encouraged to participate fully in the EHCP/Annual Review and in their child's educational programme.

9.5 PUPILS

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil. We encourage active and positive participation of pupils, supported when and where appropriate by other specific professionals and agencies.

10 Further information

Learning Support Assistants have a vital role in ensuring all children including those with SEND are supported. They provide support to the class teacher in delivering some aspects of individual EHCPs. They may be included in reviews of Support Plans and Annual Reviews, and give feedback from their work with the children. LSAs are also involved in delivering additional Literacy support programs.

Outside Agencies assist the school when necessary and can be called on for support and advice. They may include Educational Psychology, SEND Language Advisory Teachers or the Speech and Language Therapist. Involvement of outside agencies is arranged through the SENDCo.

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The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty or complaint. Thereafter any problems should be referred to the Inclusion Manager/SENdCo and Head Teachers. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school complaint procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SENd may contact the Parent Partnership Service for independent support and advice (tel: 01895 277 001).

Links:

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[Complaints Procedure](#)

[Disability Equality Scheme](#)

[School Accessibility Plan](#)

11 Appendix 1: SENd Categories

Generally speaking, pupils with SENd may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

MLD – Moderate Learning Difficulties, characterised by low attainment across the curriculum.

SpLD – Specific Learning Difficulties, 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 and Communication Need, where a child can have difficulty understanding language, expressing themselves and/or have difficulties with articulation.

SEMH – Social, Emotional and Mental Health Difficulties, where learning is interrupted as a result of emotional or behavioural patterns.

SI - Sensory Impairment, where a child has a physical disability including a hearing impairment (HI) and/or a visual impairment (VI).

Medical Conditions – where learning is interrupted as a result of health issues including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Epilepsy, Fragile X (enlarged x chromosome)

Some pupils will fall into more than one category of SENd. Some children's needs may be severe enough to warrant a EHC Plan. Some pupils 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 special educational needs provision offered at Newnham Junior School.

The Inclusion Manager/SENdCo, in conjunction with the Head Teachers, will liaise with the appropriate support services. She will form personal links with local agencies and LEA sources and the school's Psychological Service with a view to forming close partnerships which will benefit pupils with SENd.

12 Appendix 2: SENd Stages

In-House Action ('Record of Concern')

The class teacher has initial responsibility for this (the most important and effective method of assessment in all areas of the curriculum is teacher observation). All children whose needs are not easily met through normal classroom differentiation and support from the class teacher, will initially undergo in-house assessment. Parents will be informed once their child has been placed as a 'Record of Concern' and will be kept informed as to their child's progress through meetings held at open evenings.

Schools have a statutory duty to identify pupils who experience learning difficulties.

This consists of two levels of intervention:

1. SEN Support – ('In Need of SEN Support')

A pupil will be placed at this stage if there are concerns across the board and where a pupil is making less progress than expected. The pupil may require additional support from interventions, carried out by teaching assistants, attendance at homework/reading clubs as well as those required for the wider development of social needs.

2. Education, Health and Care Plan, EHCP

Where it is felt that the child still has extra needs which cannot be met by the actions of previous stages, the school may ask the LA for a statutory assessment. This may lead to an EHCP. This will occur very rarely as most pupils do not require such an assessment. Where a child is in receipt of a current statement of SEN, the Local Authority has a phased implementation to transfer these to an EHC within the next three years, or where this is already the case, the school will implement the support outlined within the plan, following all reasonable adjustment to meet the individual need.

This stage, as identified by the code is where the London Borough of Hillingdon takes the lead in assessing pupils and providing/reviewing Statements of SEN.

Wherever possible the Inclusion Manager/SENdCO will be responsible for the completion of all relevant paperwork at all stages. However, in the instances where professional advice about a child's capabilities and needs is sought, it must be remembered that class teachers are best placed and most qualified to provide it.

13 Appendix 3: Glossary of Terms

Annual review: the review of an EHC plan, 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).

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

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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.

The FAS is responsible for calculating and paying grants 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.

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 sensori-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.

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.

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 deafblind 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 an EHC plan. 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 an EHC plan. 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 an EHC plan. 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 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 SEND. It depends on the impact the condition has on their educational needs. (See [SENd Code of Practice](#) 7.64 ref: DfES 581/2001). 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.

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)

Regional Organisations Expert in Information Technology for Communication

Difficulties: the Aids to Communication (ACE) centres in Oxford and Oldham, the Centre for Micro-Assisted Communication at Charlton Park School, London SE7 and Communication Aids Centres funded under the NHS. Further information on these centres and on information technology for children with special educational needs may be obtained from the National Council for Educational Technology (NCET), Milburn Hill Road, Science Park, Coventry, CV4 7JJ. Telephone: 0203 416994.

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.

SENd Code of Practice:

A guide for early education settings, state schools and local education authorities (LAs) on the help they can give to children with special educational needs. Schools and LAs must take account of the Code when they deal with a child with special educational needs.

SENd 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.

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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.

This document was approved and adopted by the governing body

Date 9th October 2019

Name of the Chair of Governors Tanya Huehns

Signature of the Chair of Governors _____

Date	Status	Comments
2 nd May 2017	Updated	Agreed by Curriculum Committee. Dates updated. No changes.
31 st January 2019	Updated	Reviewed by SENdCO. Paragraph inserted into page 4 of the policy which refers to the provision of disabled children. SENdCO also updated throughout the policy along with SENd.
24 th September 2019	Updated	Names removed from policy, able, gifted and talented section removed and policy links added to front of

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		policy. Reviewed by SEN Governor with SENDCO.
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