



ALLFARTHING SCHOOL

INCLUSION POLICY

SENCo / SENCO: Carly Flitter

inclusion@allfarthing.wandsworth.sch.uk

020 8874 1301

Written: February 2022

Next Full Review: February 2023

Person Responsible: SENCo

CONTENTS

| | |
|--|----------------|
| Compliance | page 3 |
| Contact and Contextual Information | page 3 |
| Aims and Objectives | page 4 |
| Identifying Special Educational Needs (SEN) | page 5 |
| A Graduated Approach to SEN Support | page 7 |
| Criteria for exiting the SEN profile | page 10 |
| Supporting pupils and families | page 10 |
| Supporting pupils at school with medical conditions | page 12 |
| Monitoring and evaluation of SEND | page 12 |
| Resources | page 13 |
| Roles and responsibilities | page 13 |
| Storing and Managing Information | page 14 |
| Reviewing the policy | page 14 |
| Accessibility | page 14 |
| Dealing with complaints | page 15 |
| Bullying | page 15 |
| Appendix A: glossary | page 16 |
| Appendix B: external professionals | page 22 |

Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (updated 1st May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Pre Key Stage Standards

Contextual information

Allfarthing is a two-form community primary school in the London Borough of Wandsworth. Pupils range in age from 3 to 11 and proportions of children who speak English as an Additional Language (EAL), who are entitled to Pupil Premium (PP) funding or who have a Special Educational Need or Disability (SEND) are broadly above the national average, but in line with the local average.

At Allfarthing Primary School we are committed to providing high quality, inclusive teaching which will enable all children, including those identified as having a special educational need or disability (SEND), to make the best possible progress at school. We believe that high quality teaching by every teacher of every child is the best way to ensure that all children achieve their potential and is the first step in responding to children who have or may have additional needs.

At Allfarthing, we understand inclusive education to be 'a process of increasing participation and decreasing exclusion from the culture, community and curricula of mainstream schools,' (Booth *at al.*, 2000). We aim to develop a 'rich learning community characterised by learning opportunities that are sufficiently made available for *everyone*, so that all learners are able to participate in classroom life.' (Florian and Linklater, 2009)

We believe that all children have the right to an accessible, broad and balanced curriculum and to be fully included in all aspects of school life. In order to achieve this, we may offer further positive support to some children with additional needs to help them achieve their potential. We focus on the whole child and put wellbeing and mental health at the centre of our work with SEND children.

Additional needs may sometimes take the form of a 'within child' barrier to learning or a physical disability. At other times, a child's additional need may be temporary and may not be a developmental delay or disability but may still have an impact on progress or attainment. For example, a medical or health issue, poor attendance and punctuality or speaking English as an Additional Language.

Carly Flitter, leads inclusion provision at Allfarthing. Carly's role includes that of Special Educational Needs Disability Coordinator (SENDCo) and she is a member of the Senior Leadership Team (SLT) of the school. Carly was awarded the National Award for Special Educational Need Coordination (NASENCO) by Roehampton University in February 2020.

Aims and Objectives

'Excellence for All'
Allfarthing School Motto

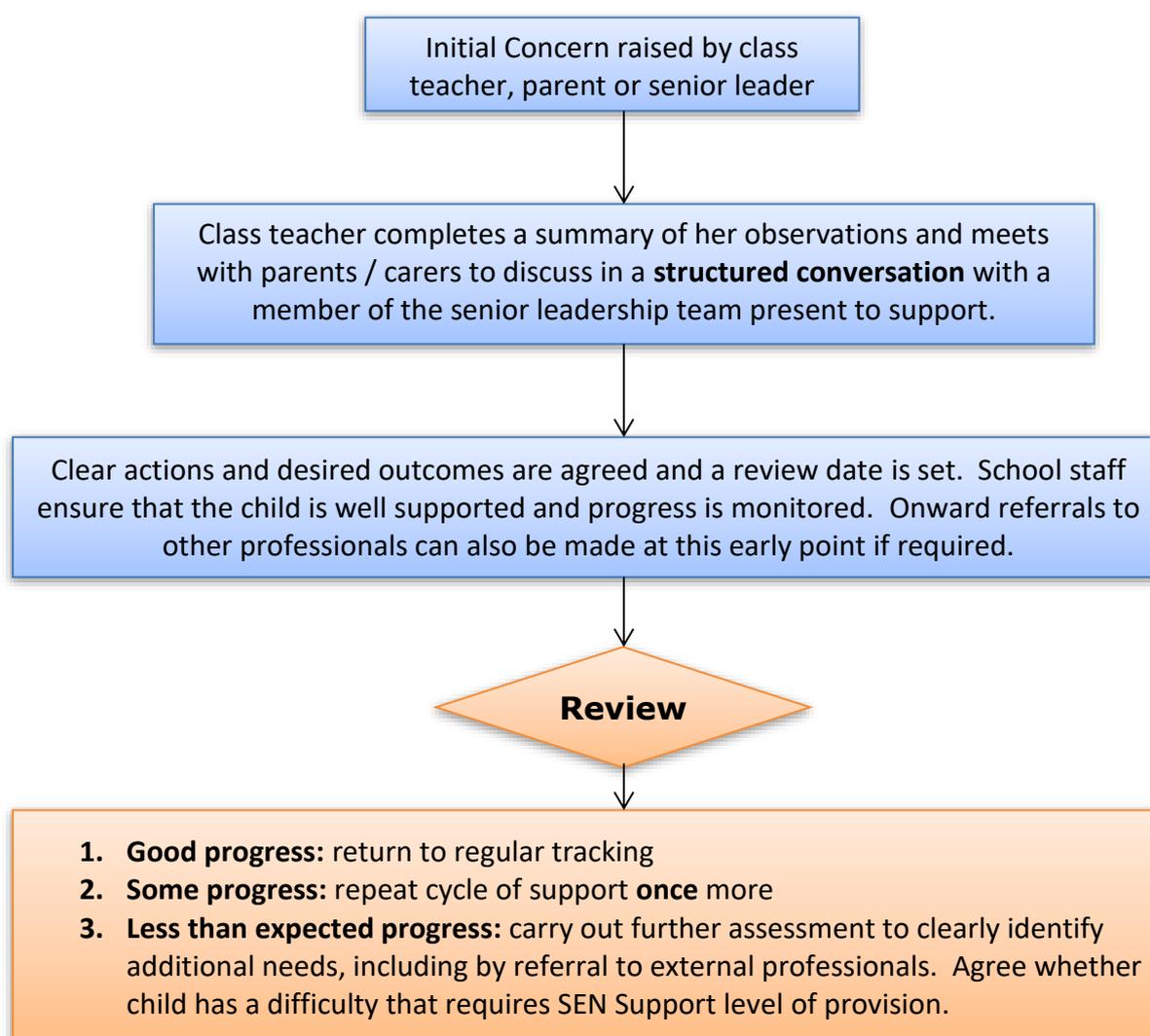
1. At Allfarthing, we aim to **raise the aspirations and expectations** for all pupils including those with additional needs, whatever the barrier to progress and attainment may be.
2. We aim to ensure that our approach is **person-centred**, placing the needs, wellbeing, mental health and preferences of children and families at the heart of our provision. At a basic level, this means striving to make Allfarthing a welcoming school for all. At a deeper level, it means working closely with children and families when reviewing provision so that we can build a plan for the child together.
3. Finally, we aim to ensure that **support is timely and effective** so that it can make a transformative difference to children's life chances.

Objectives:

1. To embed a robust and consistent approach to identifying and providing for pupils who have additional needs.
2. To continue to implement the guidance set out by the SEND Code of Practice, 2014.
3. To develop a whole-school 'person-centred' approach to the provision of support for additional needs.
4. To provide support and ongoing professional development for all staff in the context of their roles in working with pupils with additional needs.

Identifying Special Educational Needs and Disability (SEND)

Our key focus is to identify any additional needs early through observation and joint discussion with parents and, where appropriate, other professionals. We then work hard to put effective provision in place to improve the child's long-term outcomes.



Definition of SEN as set out in the SEND Code of Practice 2014:

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Code of Practice, 2014)

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

The SEND Code of Practice, 2014, identifies four broad areas of need and support:

- **Communication and Interaction:** including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Conditions (ASC).
- **Cognition and Learning:** including Specific Learning Difficulties (SpLD) such as dyslexia and Moderate Learning Difficulties (MLD) such as Down's Syndrome.
- **Social, Emotional and Mental Health difficulties:** including Attention Deficit Hyperactivity Disorder (ADHD) and anxiety disorders. This area includes issues around behaviour.
- **Sensory and / or Physical Needs:** including hearing or visual impairment and reduced mobility.

Special educational provision may be made if, for example:

- a pupil makes little or no progress despite high quality teaching
- a pupil shows signs of a specific literacy or numeracy difficulty that affects their attainment
- a pupil presents with persistent social, emotional or mental health difficulties, which do not improve despite high quality management in class
- a pupil has sensory or physical impairments that affect his ability to make progress
- a pupil has difficulties communicating or interacting with others and these difficulties affect her ability to make progress despite a differentiated curriculum and learning environment.

Behaviour Management

Historically, a child might be described as having 'emotional or behavioural difficulties' (EBD) if her behaviour was a cause for concern, whether because of aggression, being withdrawn or non-compliant. This is no longer the case. Behaviour is widely understood to be the communication of an unmet need and it is our responsibility to recognise and identify the need that lies behind a child's behaviour so as to respond effectively. There are clear systems for responding to both positive and negative behaviour and these can be adapted as required to meet individual needs. Please see the Allfarthing behaviour policy for more information. This is available on our website or on request from the school office.

A Graduated Approach to SEN Support

When a child has been identified as having special educational needs or a disability, a robust, consistent approach must be followed. The Code of Practice sets this out clearly: 'SEN Support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.' (Schools: Guide to the 0 – 25 SEND Code of Practice, DfE 2014:16)

As previously stated, we believe that high quality teaching by every teacher of every child is the best way to ensure that all children achieve their potential and is the first step in responding to children who have or may have additional needs. This is described as 'Quality First Teaching' (QFT) and firmly places the class teacher at the heart of the planning, teaching and assessment process. All class teachers are responsible for and held accountable for the progress and development of all pupils in their class, including where pupils access help from support or specialist staff. Additional intervention cannot compensate for the lack of QFT and all class teachers are expected to work directly with children supported by a one-to-one teaching assistant whenever possible.

There are three clear stages of support, all of which follow the graduated approach of ASSESS - PLAN - DO - REVIEW:

Quality Plus – This is in-school enhanced monitoring by class teacher and senior staff. At Quality Plus, an initial concern may have been identified and structured conversations with parents or carers will begin to take place. There may be some initial assessments or observations led by senior staff or external professionals, where appropriate. At this stage, the child is not placed on the SEN register as we are still gathering information about the nature or extent of her needs.

SEN Support – There is now agreement between parents / carers and school staff that the child's needs require a higher level of support and the child is listed on the school's SEN register. As a result, the child benefits from enhanced monitoring by the Class Teacher and SENCo. The Class Teacher and SENCo will complete a termly SEN support plan record for the child including 3 or 4 targets to monitor progress. It is also likely that external professionals will be involved in the child's support and / or that the child will access regular interventions in addition to quality first teaching. A child that meets or exceeds age-related expectations may also be placed at SEN Support if he has been identified as having a specific need. For example, a dyslexic profile or an Autistic Spectrum Condition. This is in order that children with additional needs who are able or more able can also be supported to make progress and realise their potential.

If a child does not make sufficient progress at SEN Support, the school and parents/ carers may consider requesting an Education, Health and Care Plan (EHCP) needs assessment. This decision is made through discussion at a Team Around the Child (TAC) meeting and extensive liaison with external professionals. The process of requesting an EHCP needs assessment is thorough and comprehensive. Parents will

meet regularly with the SENCo so that their views of their child's strengths and needs are accurately represented.

EHCP – Children with an EHCP have a statutory entitlement to an Annual Review. These are person-centred and valuable opportunities for parents / carers, school staff and professionals to review provision and progress. There are also meetings between parents/ carers and the Class Teacher for an extended time during Parent/teacher meetings. In addition, the class teacher will meet with one-to-one support staff to discuss planning and provision for the child. The EHCP will clearly map out how school staff and external professionals will ensure that the child makes progress towards agreed long and short-term outcomes.

Provision mapping

Allfarthing uses provision mapping to set clear outcomes for children at all stages of provision, including those whose need for intervention is likely to be temporary.

Every class teacher works with their year partner to write and evaluate a provision map with support from senior staff as required. The provision map highlights strategies and resources that class teachers use to provide a high quality inclusive classroom environment that meets the particular needs of their cohort. It then details the individual interventions that have been put in place for that term. Interventions may be academic, for example, one-to-one support with learning specified phonics three times per week for 10 minutes, or they may be therapeutic, for example, speech and language therapy led by a teaching assistant three times per week for 20 minutes. They may also be social or emotional interventions such as one-to-one play therapy led by the Place2Be service. Each intervention will have a specific and timely target with clear entry and exit data so that progress is measurable. Provision maps are then reviewed by the class teachers at the end of each term.

Personalised timetables

Some pupils with an EHCP may require an individual, personalised timetable. This is written by the class teacher in collaboration with one-to-one support staff and the SENCo. These are then reviewed regularly. Personalised timetables ensure that a child's various academic and therapeutic outcomes are met and often reflect the differentiated planning for the individual child for each week.

One Page Profiles

Pupils' needs may also be communicated through personal profiles. These are written by the class teacher and support staff for children with severe or complex additional needs so that all staff are aware of the key information they need to work successfully with the child. One Page Profiles are a 'quick glance' into the child- what they like/ don't like and strategies that are helpful for them and the staff working with them.

Class teachers are primarily responsible for recording and evidencing progress for pupils with additional needs and have the support of senior leaders and regular feedback from support staff to achieve this. The SENCo has overall responsibility for ensuring that all documents are living records that tell school staff and parents exactly what they need to know to ensure progress. She meets with each class teacher individually at the beginning of each term to ensure consistency in provision across the school and that records are up to date.

Monitoring and assessment

All children are assessed on entry to Allfarthing and ongoing formative assessment and observation, led by the class teacher, takes place throughout the year. Every term, class teachers discuss pupil progress with the Headship Team and this provides a timely opportunity to adapt support and review the impact of interventions. In addition, the quality of teaching is carefully monitored through regular learning walks and book looks. This whole school monitoring and assessment cycle ensures that children who have or may have additional needs are clearly identified.

Staff training

The SENCo leads training sessions for all support staff and class teachers at least once a term with a focus on a different aspect of inclusion or SEND provision. This provides a vital opportunity to ensure that there is good communication between all staff about such aspects as identifying and supporting vulnerable pupils or how to support high incidence SEND.

Training needs are identified through discussion with individual members of staff during performance management meetings and also through regular learning walks conducted by the Headship Team and subject leaders. All support staff are allocated a member of the Headship Team for their performance management and this includes identifying an area of interest or expertise that the staff member may develop through external training opportunities and school based CPD. The SENCo attends the termly Wandsworth Primary SENCO forum run by the Local Authority and keeps up to date with new developments in SEND.

External Professionals

Where a child's needs cannot be met through Quality First Teaching alone, the SENCo is responsible for engaging additional specialist expertise and for monitoring the quality of this. Provision is costed through the child's class or individual provision map and parents are informed if their child is to be seen by an external professional. The decision to refer a child for external support is usually taken during a structured conversation with the parent. Feedback to parents may be by email, telephone, Zoom or face-to-face consultation as agreed with the professional and the school. For a list

of the external professionals typically available to pupils at Allfarthing, please see the appendix.

Criteria for exiting the SEN register

A child will be removed from the SEN Register once it is agreed by the class teacher, SENCo and parents that his needs can be met through Quality First teaching and normal whole school systems of monitoring and assessment. This decision is communicated directly to parents by the class teacher and / or the SENCo. The child will typically remain at the Quality Plus level of support for at least one term before returning to the normal systems of whole school monitoring and assessment. The SEN register is regularly reviewed by the SENCo and updated each half term.

Supporting Pupils and Families

Admission:

All prospective pupils to Allfarthing, and their parents or carers, are asked to attend a meeting with a member of the Headship Team prior to admission. Home visits are also conducted for children prior to admission in Nursery and Reception. The individual strengths and preferences of the child are discussed and, in the case of a child with a disability, staff will carefully consider what adjustments may need to be made to ensure that the child can access the physical environment as well as the curriculum. Where appropriate, staff communicate closely with the child's previous school or setting to build on what is already known about the child's strengths and needs. All pupils new to Allfarthing are assessed in the core areas of reading, writing and maths on entry, or within the first 6 weeks of school in the Early Years.

Information regarding the admission of a child with an Education, Health and Care Plan is sent directly to the school by Wandsworth Local Authority in order that the Head teacher and Chair of Governors can carefully assess whether Allfarthing is able to meet the child's needs. Please see the Allfarthing Admissions policy for more information. This is available on our website or on request from the school office.

Exam Access Arrangements

The Deputy Head and Assessment Lead, James Heale, oversees all exam access arrangements. Depending on the child's particular need and the nature of the exam, a child may be provided with a scribe, a prompter or a reader or given additional time to complete the paper. Please see the Allfarthing Assessment policy for more information. This is available on our website or on request from the school office.

Transition

From class to class – Where possible, children with significant additional needs will be given time to visit their prospective classroom during the previous term. They will be supported to make or read a 'passport' that sets out who their teacher will be and where to find the toilets, the coat pegs and other essential information. The current and the prospective class teachers will meet with the SENCo to share information about the child's strengths and needs before the move takes place and this will be followed up by a meeting between the new class teacher, parents / carers and the SENCo within the first few weeks of the new term.

To secondary school – a wide range of support is available to ensure a smooth transition for children with additional needs prior to starting secondary school.

Comprehensive sharing of information: Class teachers and the SENCo prepare comprehensive and detailed notes on children's strengths and needs that are shared both electronically and through face-to-face discussion with secondary school inclusion staff. Children with an EHCP or those with significant needs on the SEN register will have an enhanced transition process with more opportunity to visit the new school and TAC meetings between both schools and parents/carers.

Social and emotional preparation: The Place2Be manager, Ryan Campinho-Valadas, works closely with Year 6 staff to lead whole class circle times and small group sessions that aim to prepare all children for the transition to secondary school. Where a child displays particularly high levels of anxiety or need, one-to-one sessions may also be available.

One-page profiles: With support from a suitably trained member of staff, children with significant additional needs complete a one-page profile. This one-page profile summarises what others like and admire about the child, what is important to the child and what is important for the child.

School visits: In the case of children with significant additional needs, the SENCo will work with prospective secondary schools to organise an individual visit for the child with a familiar member of staff in addition to the general induction days on offer. This is a great opportunity for the child to share his one-page profile with his prospective class tutor.

To another school – At times, a child may leave Allfarthing before the end of Year 6 to attend another primary school. Once the new school confirms that they have the child on roll, the SENCo is able to share information about the child's strengths and needs and the provision that has worked well for the child previously. Where necessary, information, such as referral forms and professional reports, can also be shared electronically to ensure a smooth transition.

For families of children who have or may have a special educational need or disability, there are two highly effective local advisory services:

- Contact: advocacy and independent support for families of children with SEND – www.contact.org.uk or call 0808 808 3555
- Wandsworth Information, Advisory and Support Service (WIASS): impartial information and advice for all families – www.wandsworth.gov.uk/wiass or call 020 8871 8065.

Further information on local support and services is available via the Wandsworth local offer by Thrive.

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

A summary of school SEN provision can be found in the Allfarthing SEN Information Report. This is available on our website or on request from the school office.

Supporting pupils at school with medical conditions

At Allfarthing, we recognise that pupils 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 children may also have special educational needs and may have an Education, Health and Care plan, which brings together health and social care needs, as well as their special educational provision. In this case the school will ensure that the guidance within the SEND Code of Practice (2014) is followed.

Allfarthing staff are trained to recognise the impact that common medical conditions, such as asthma, can have on children's progress and attainment. Where a child has a severe or rare medical condition, the Deputy Head will work with health professionals and class teachers to ensure that appropriate adaptations are made. Pupil passports ensure that medical needs are fully communicated to all members of staff involved in the child's care and these are overseen by the Deputy Head. Please see the Allfarthing policy on managing medical needs for more information. This is available on our website or on request from the school office.

Monitoring and evaluation of SEND

The SENCo regularly monitors and evaluates the quality of provision for all pupils through learning walks and meetings with individual class teachers. The link SEND governor also conducts a visit every term and Inclusion is a key area for discussion by the Headship Team and our link school inspector. Pupil views are sought through the termly evaluation of interventions and support plans, and as part of the Annual Review process (if they have an EHCP) or in the event of a Team Around the Child (TAC) meeting. Parents offer their views termly when reviewing their child's support plan with the Class Teacher. There is also an annual Inclusion Survey, which all parents are encouraged to complete.

Resources

Provision for children with SEND is funded through a combination of sources.

| | |
|--|---|
| Universal provision for all pupils including those at the Quality Plus level of support | Age-weighted Pupil Unit (AWPU): the money given to the school for each child on roll. |
| SEN Support level of provision | The school may spend up to £6,000 to meet the needs of a child at SEN Support. |
| Education, Health and Care Plan | The school pays for the first £6,000 of the child's provision with the remaining money coming from 'top up' funding from the Local Authority. The amount of top up funding varies according to the severity and complexity of the child's needs and is reviewed annually. |
| Pupil Premium: some children from families on low incomes or who are Looked After or children of service personnel are entitled to additional Pupil Premium funding. This may also be used to pay for additional resources and services that will benefit the child. | |

Roles and Responsibilities

All class teachers are responsible for and held accountable for the progress and development of all pupils in their class, including where pupils access help from support or specialist staff.

The SENCo is responsible for the day-to-day operation of Allfarthing's provision for children with additional needs. She is responsible for ensuring that accurate and up to date records are in place and that staff are adequately trained for their roles with pupils of varying abilities and needs. The SENCo is responsible for liaising with external agencies and specialist services as well as communicating effectively with families of children who have or may have additional needs. She takes the lead in monitoring and evaluating SEND provision across the school.

All senior leaders are responsible for defining Allfarthing's Inclusion policy and approach to providing for children with additional needs including in such areas as budget, staffing and communicating effectively with governors.

SEND Link Governor: Hannah Snashall

The governing body is responsible for:

- Ensuring that the best possible provision is made for all students with SEN.
- Ensuring that arrangements are in place in school to support pupils with medical conditions.
- Ensuring SEN information report is published annually.
- Reporting annually to parents on the SEN policy.

- Ensuring the integration of students with SEN within the school community.
- Ensuring that the budget for SEN is allocated appropriately.

Teachers with Designated Safeguarding Responsibility: James Heale (DH) acts as Lead Designated Teacher. Also designated are Tom Holmes, Carly Flitter, Aine Donegan and Andrea DeSouza

Staff responsible for managing Pupil Premium Grant and Looked After Children funding: Head Teacher

Staff responsible for managing the school's responsibility for meeting the medical needs of pupils: James Heale (DH)

Storing and Managing Information

Documents that contain personal information about individual pupils are securely stored in a lockable cupboard in the SENCo's office. Electronic information about pupils' additional needs is kept in a secure folder accessible only to teaching staff. Parents and carers with parental responsibility have a legal right to see all written information about their child and this can be made available on request. Once a pupil leaves the school, documents are archived for 7 years before being destroyed. Please see the Allfarthing Data Protection policy for more information. This is available on our website or on request from the school office.

Reviewing the policy

The Inclusion Policy will be reviewed annually by the SENCo.

Accessibility

We are committed to providing an environment that enables full curriculum access, and which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Please see the Allfarthing Accessibility Plan for more information. This is available on our website or on request from the school office.

Dealing with complaints

Please refer to Allfarthing's Complaints Policy, available on the website or on request. Mediation and resolution support is available to families who wish to challenge certain aspects of the statutory provision set out in an Education, Health and Care Plan. Further information about this is available from Contact: visit www.contact.org.uk or call 0808 808 3555.

Bullying

Pupils with SEND are shown to be disproportionately at risk of bullying and victimisation and also of behaving as bullies themselves. (McLaughlin, Byers & Vaughan, Faculty of Education, University of Cambridge: 2010) This may include peer isolation, name-calling or cyber bullying, for example. Research has shown that the key factors in reducing a child's vulnerability to bullying or being bullied are social and so great effort is put into developing all children's social and communication skills. Staff work on the explicit development of social skills through targeted interventions and also on the underlying ability of children to interact appropriately through modelling of school values and whole class Personal, Social and Health Education (PSHE) lessons. Targeted support is given to children with an Autistic Spectrum Condition or social, emotional or mental health difficulties. This may take the form of Lego therapy groups, communication skills groups set up by a speech and language therapist or 'Circle of Friends' groups, as advised by the Behaviour and Learning Support Service.

We are also aware that many children with SEND need support to develop independence and resilience in the face of challenge, whether academic or social. Staff receive advice and training from senior leaders and Place2Be on how to provide the right mix of challenge and support for individual children and also on how to be aware of the views of pupils with SEND, which is another protective factor in reducing the risk of bullying. As part of our drive to be an inclusive school, we work hard to identify ways to minimise the separate grouping and teaching of children with SEND, which can place them at greater risk of bullying and under-achievement. We acknowledge that all schools need to be alert to the risk of bullying and pro-active in responding to signs of bullying. We also acknowledge that all schools can become more inclusive and welcome discussions with children and families about ways in which we can achieve this.

Please see the Allfarthing Anti-Bullying policy for more information. This is available on our website or on request from the school office.

Appendix A: Glossary of terms

| | |
|---------------|--|
| ADHD | Attention Deficit Hyperactivity Disorder: is a common childhood disorder and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behaviour and impulses and hyperactivity (over-activity). |
| ADOS | Autistic Diagnostic Observation Schedule: a semi-structured assessment of communication, social interaction, and play (or imaginative use of materials) for individuals suspected of having autism or other pervasive developmental disorders. |
| Annual Review | The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children under the age of 5. |
| ASD or ASC | Autistic Spectrum Disorder or Autistic Spectrum Condition: Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. Some people with autism prefer to describe it as a condition, rather than a disorder. There are very clever people with autism and people with other learning needs who have autism, just like the general population. |
| Asperger's | A form of autism. While there are similarities with autism, people with Asperger syndrome have fewer problems with speaking and are often of average, or above average, intelligence. They do not usually have the accompanying learning disabilities associated with autism, but they may have specific learning difficulties. These may include dyslexia and dyspraxia or other conditions such as ADHD and epilepsy. With the right support and encouragement, people with Asperger syndrome can lead full and independent lives. |
| CAMHS | Child and Adolescent Mental Health Service |
| Case Manager | The LA Casework Officer who liaises with parents and co-ordinates an education, health and care assessment and final plan. |

| | |
|---------------------------------------|---|
| Cognitive Ability | Thinking and reasoning abilities. A term often used by psychologists instead of intelligence. |
| Comprehension | Understanding of spoken or written material or practical situations. |
| CoP (Code of Practice) | A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities. |
| CYP | Children and Young People |
| DfE | Department for Education: central government department responsible for education |
| Developmental Delay | A delay in reaching the normal stages of development, for example sitting or talking. |
| Differentiated or Modified Curriculum | Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to make a selection which best fits the learning styles of a particular child or group of children. |
| DoH | Department of Health |
| DP | Direct Payments |
| Expressive Language | How a child or young person expresses ideas, thoughts and feelings through speech. |
| Fine Motor Skills | Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons. |
| Education, Health & Care Assessment | A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an EHC Plan. |
| Education, Health & Care Plan (EHCP) | An EHC Plan replaces current Statements of SEN and Learning Difficulty Assessments. The plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable |

| | |
|--------------------|---|
| | educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. |
| Equality Act 2010 | The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone. |
| EP | Educational Psychologist: Educational psychologists assess how children develop and learn. |
| EY or EYFS | Early Years or Early Years Foundation Stage: Education phase for children who are 0 – 5 years old. |
| EWO | Education Welfare Officer: Employed by the LA to make sure that children are getting the education they need. They deal with school attendance. |
| FTT | First Tier Tribunal: An independent body that hears appeals lodged by parents/carers against SEN decisions made by the Local Authority. The tribunal also hears most claims of unlawful discrimination in admissions exclusions and education and associated services. |
| Gait | The way in which a child walks. |
| Global Delay | A general delay in acquiring normal developmental milestones. |
| Governors | A school's governing body that oversees the workings of the school. It includes an SEN Link Governor. |
| GP | General Practitioner |
| Gross Motor Skills | Whole body actions for example, playing games, swimming or riding a bicycle. |
| Hearing Impairment | A degree of hearing loss. |
| Hyperactivity | Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties. |
| IASS | The Information, Advice and Support Service has a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. They are statutory services, which means there has to be one in every local authority. www.wandsworth.gov.uk/wiass |
| IS | Independent Supporters: Someone who can support parents, for example by going to meetings and help |

| | |
|---|---|
| | <p>parents understand the SEN framework.</p> <p>www.contact.org.uk</p> |
| Learning Difficulties including MLD, SLD and PMLD | <p>Children will have levels of educational abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.</p> <p>MLD: Moderate Learning Difficulties SLD: Severe Learning Difficulties PMLD: Profound and Multiple Learning Difficulties</p> |
| Literacy Skills | Reading, writing and spelling ability. |
| LA | Local Authority: Wandsworth has a Children's Services Department which is a combined education and social care service. The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health & Care Plans. |
| LAC | Looked After Children: children who are in the care of the Local Authority. |
| LD | Learning Disability |
| Local Offer | Local authorities are required to publish a 'local offer'. A local offer is intended to provide information about provision it expects to be available to children with SEN and disabilities in their area both in and outside of a school. www.wandsworth.gov.uk/localoffer |
| LSA or TA | Learning Support Assistant or Teaching Assistant: support staff who work with all children across the school including those with SEND. |
| Makaton | Makaton is a language programme designed to provide a means of communication to children and young people who cannot communicate efficiently by speaking. |
| Mainstream school | A primary or secondary school which is in direct control of a Local Authority. |
| MDT or MDA | Multi-Disciplinary Team or Multi-Disciplinary Assessment: combination of a consultant paediatrician, speech and language therapist, clinical psychologist and / or Early Years Advisor often used for Autistic Spectrum Diagnosis. |
| Mediation | Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships, and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement. The mediation service is completely |

| | |
|--------------------|--|
| | neutral and independent of schools and the local authority. |
| Non-Verbal Skills | Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression. |
| OFSTED | Office for Standards in Education: Inspection team that visit and inspects schools and local authorities. |
| OT | Occupational Therapist: Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations. |
| PECS | Picture Exchange Communication System: a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures. |
| Personal Budget | All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority. Parents or young people will be given a choice of whether they want to take control of the personal budget by an agency managing the funds on their behalf or by receiving direct payments, where they can purchase and manage the provision themselves Under current proposals, only where an Education, Health and Care Plan is in place will a parent or young people be able to have a personal budget. A personal budget can be requested by a parent or a young person over 16 once the local authority has agreed it will issue an Education, Health and Care Plan or during the annual review process. |
| Receptive Language | The ability to understand what is being said. |
| SaLT | Speech and Language Therapist: Assesses children's speech, language and communication needs. |
| SEMH | Social, Emotional and Mental Health: category of need as defined by the Code of Practice 2014. |
| SEN | Special Educational Needs: Children have special educational needs if they have learning difficulties that requires extra or different help. |
| SEND | Special Educational Needs and / or Disability |
| SEN Support | When a child or young person has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective |

| | |
|--------------------|--|
| | <p>special educational provision in place called SEN Support.</p> <p>This SEN Support should take the form of a four part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.</p> |
| SENCo | Special Educational Needs Co-ordinator: The teacher responsible for Special Educational Needs within a school. |
| Sensory Impairment | is when one of your senses; sight, hearing, smell, touch, taste and spatial awareness, is no longer normal. |
| SLCN | Speech, Language and Communication Need |
| SpLD | Specific Learning Difficulties: General learning abilities in the average range but difficulties in one or more particular areas of learning. Includes difficulties such as Dyslexia and Dyscalculia. |
| Special School | A school which is resourced and organised to provide for the education of pupils with an Education, Health & Care Plan who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching. |
| SW | Social Worker: A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc. |
| TAC or TAF | Team Around the Child or Team Around the Family: used to describe the carers and professionals who work together to support a child or family. A TAC / TAF meeting is a meeting that gathers the Team together to agree what is working well, what is worrying and a plan of action to improve the situation. |
| Transfer Review | The Annual Review in which a child moves from a Statement of SEN to an Education, Health and Care Plan. |
| Transition | Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes. |
| Visual Impairment | Partial or complete loss of sight. |

Appendix B: External professionals typically available at Allfarthing Primary School

| Category of Need | Organisation | Named Contact | Focus area | Referral Documents |
|-------------------------------------|---|--|---|---|
| Speech, Language & Communication | NHS Speech and Language Therapists | Milan Simic and Jill Gisby (EYFS) | Any child in KS1 or KS2 with delayed speech and language development. | EHITS |
| Speech, Language & Communication | WAAS | Through Milan Simic | KS1 and KS2: children with a social communication disorder or autistic spectrum condition | GPAS referral form |
| | Early Years Service | Jill Gisby/ Milan Simic | EYFS and KS1: children who may have a social communication disorder or ASC | EHits |
| Cognition and Learning | Victoria Drive Pupil Referral Unit | Selina Campbell/ Carol Self | Any child with a diagnosis of MLD such as Down's Syndrome | Victoria Drive Referral Form |
| | Literacy and Numeracy Support Service | Danielle Harbord | Any child in KS2 who needs a full literacy or numeracy assessment | LNSS referral forms |
| | Schools and Community Psychology (School has bought a half day per week of support) | Dr Jenny Twells (Educational Psychologist) | Any child who needs EP assessment to identify and overcome barriers to learning. | Online Early Help Information Technology System (EHITS) |
| Social, Emotional and Mental Health | Behaviour and Learning Support Service | Variety of staff | Any child in KS1 or KS2 who needs additional support with behaviour. | Victoria Drive Referral Form |

| | | | | |
|----------------------|--|------------------|---|---|
| | Place2Be (In-school 2.5 days per week) | Elisa Fontana | Any child in KS1 or KS2 who needs additional emotional support. | School Initial Assessment Form and parent consultation with Lois. |
| | Child and Adolescent Mental Health Service (CAMHS) | Variety of staff | Any child who needs additional mental health support. | EHITS |
| | Family Recovery Project (FRP) | Variety of staff | Any family who needs multi-agency support including debt relief, parenting and housing support. | FRP referral form. |
| | NHS Speech and Language Service | Milan Simic | Any child who needs assessment for Selective Mutism | EHITS |
| Physical and Sensory | Wandsworth Hearing Impairment Service | Anne Marie-Hall | Any child over 5 with a hearing impairment | WHIS referral form |
| | Wandsworth Vision Support Service | Variety of staff | Any child with a visual impairment | WVSS referral form |
| Child Development | St George's Hospital Child Development Service | Variety of staff | Any child who needs assessment of overall development concerns. | EHITS |
| | St George's Hospital ADHD Clinic | Variety of Staff | Any child with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) or Attention | EHITS |

| | | | | |
|----------------------------|---------------------------|-----------------------|---|----------------------------|
| | | | Deficit Disorder (ADD) | |
| Health / Medical Needs | School Nurse Service | Tayane De Melo Passos | Any child over 5 with health or medical needs including concerns around weight. | School Nurse referral form |
| Punctuality and Attendance | Education Welfare Officer | Elizabeth Eyoma | Any child with high levels of unauthorised absence or poor punctuality | EHITS |