

South Shore Academy SEN Information Report

Last updated: March 2020

School Name & Address:

South Shore Academy
St Annes Road
Blackpool
Lancashire

Telephone Number:

01253 336500

Website Address:

Southshoreacademy.co.uk

What age range of pupils does the school cater for? 11 – 16.

Name and contact details of the school SENCo:

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South Shore Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Our complaints policy

We are committed to providing a high-quality provision for all students. When something goes wrong, we need you to tell us about it. This will help us to improve our standards.

If you have a complaint, please contact one of the above named people or follow the Academy's complaint procedure. <http://southshoreacademy.co.uk/wp-content/uploads/2014/01/Complaints-Policy.pdf>

Teaching and Learning

1. What is SEN and how is SEN identified?

The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:

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

Special Educational Provision means:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Primary information (Transition) Information collated prior to entry.
Key Stage 2 scores Language screening
Referral to SEN by class teacher
CATs tests
Reading tests
Spelling tests
Medical records
Information from outside agencies
Pupil Progress Analysis
Annual reviews

2. What additional support can be provided in the classroom or small group / 1-1 provision?

SEN teacher
6 Higher level learning support workers
7 Learning support workers
4 Key workers
Quality First Teaching
Additional provisions and interventions are in place to develop literacy and numeracy skills, e.g. Toe by Toe, C up L, Numicon, Lexonik and Lexonik leap, Precision Teaching, Zones of Regulation, Paired Reading, Reciprocal Reading, Personalised teaching to pupils' specific needs.
Advice from the Educational Psychologist.
Laptops.
IPads.

	<p>Guiding Reading, Lexia. Small class sizes for lower sets. Nurture classes in Years 7,8,9 and KS4. Differentiated worksheets and resources. Coloured overlays for students with dyslexic tendencies. Trained member of staff to work with Speech and Language. Trained member of staff to work with EAL students. Autism Champion Intervention sessions EHCP, individual support see below for further details. Class teacher targeted group specialist provision EPSO team</p>
3. Staff specialisms/expertise around SEN or disability	<p>SENCO & Lead SENCO Assistant. Trained in Lexonik and catch up Literacy. Senior Mental Health Lead – Qualified Counsellor and Youth Mental Health First Aid (YMHFA) trained. 6 staff trained in YMHFA training. 6 Higher level Learning Support Worker who are trained in Lexonik and Lexonik Leap. Learning Support Worker who is trained in Lexonik and Lexonik Leap. 6 members of staff trained in EAL and Speech, Language and Communication needs. Place2be Qualified Counsellor – emotional, social and mental health trained LA staff support from trained VI and HI personnel. Specialist in Precision Teaching</p>

4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?

The arrangements that the school has for identifying those with Special Education Needs and the process for informing and consulting parents. (Clause 30 & 64)

Class teacher input
Quality First Teaching

Assess students to identify strengths, areas for development and barriers to and gaps in learning
Deliver tailored teaching to meet different learning styles
Ensure high expectations for all students in the class
Highly focused lesson design with clear objectives
High levels of interaction for all students
Appropriate use of teacher questioning, modelling and explaining.

Targeted Group Work
Additional Support –

After reviewing pupil’s assessments and progress additional support may/is provided, via small groups. This may be delivered by SENco, Learning

re SEN Code of Practice

Support worker/ Key worker or another professional, i.e. speech and language specialist. Progress will be assessed through the intervention.

Specialist Support – Additional Support – re SEN Code of Practice &

SENCO, Assistant SENCO will invite parent/carer into school to discuss pupil’s needs. Specialist such as an Educational Psychologist may be asked to see your son/daughter. Or another professional.
Once all professional information sought, a programme with specific targets and strategies will be implemented.
Group or individual work will be delivered to your son/daughter.

	<p>Individual Support – Usually for those with an EHCP</p>	<p>EHCPs are for pupils who have physical, emotional or educational difficulties who cannot access the curriculum or remain safe without a high level of support.</p> <p>If additional needs cannot be met via the school budget, then the school may apply for statutory assessment, EHCP.</p> <p>Assessment for a statutory assessment requires detailed reports from the school and professionals who know and work with the pupil.</p> <p>Local Authority has a SEN panel who decide whether a statutory assessment will be given. EHCP is a legally binding document and your son/daughter will remain on the SEN register.</p> <p>EHCP are for students with complex needs, however, if your son/daughter does not receive an EHCP they will remain on the SEN register,</p>
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		<p>under additional needs.</p> <p>Together with the above the following training will be provided CPD training offered regularly covering: ADHD training. Dyslexia training. Behaviour modification programmes. Speech Language and Communication needs. ‘Drop in’ sessions for staff with the Educational Psychologist</p>
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<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements – which includes Readers, Scribes, extra time and small classrooms for anxious students/behaviour students. Coloured overlays for pupils with Dyslexic tendencies. Differentiated worksheets and resources. Learning Mentor support. Use of Laptops. Teachers informed of all pupils' reading ages. Teachers informed of all pupils having special needs. Training for Readers and Scribes before exams. Personalised timetables.</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>One page profiles. Parents' Evenings. Data reports – sent home four times per year. School reports – once yearly. Meetings with parents. Annual reviews of statements & EHCP's. Reviews of OPPs. Phone calls/Emails. Virtual meetings.</p>
<p>7. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>Staff will liaise with outside providers to maintain support for students that may be educated at another establishment, whilst remaining on the school roll. Support could include: Key Worker support, assessments or attendance at</p>

meetings as required.

Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

Meeting before the review to explain how the review procedure operates.
Invites to all parties involved, including students' views.
Students to complete a One Page Profile.
Review meeting held at a convenient location.
Annual review meeting held at a convenient time for parents who work/have commitments during the day.
Additional review meeting if required/requested.
Transport provided if needed.
Translator provided if needed.
Consultation with staff prior to the meeting.

Keeping Children Safe

1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?

Disabled parking facilities are available close to main reception.
Staff entrance where parents can wait for pupils.
Assigned key worker, where necessary.
Meet and greet, if required.

2. What support is offered during breaks and lunchtimes?

Staffed SEN room access; this is open at break and at lunch.
Pupils with anxiety can access staff during the above times. In school activities i.e. Sports.

3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)
Due to COVID all pupils now remain in one classroom for all lessons. As per school COVID risk assessment.

At all lesson change overs pastoral staff and senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs.
Risk assessments are undertaken for all trips and individual risk assessments are taken out for pupils in conjunction with the parent, School Nurse or any outside agency, i.e. YOT, Youth Service, etc.
PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.
Any pupil who 'cannot' take an active part in PE for medical reasons, is still required to take part in lessons through other means, e.g. acting as trainer or helping staff.

	Key Worker support, if required.
4. What are the school's arrangements for undertaking risk assessments?	All in line with Blackpool LA and BFET.
5. Where can parents find details of policies on bullying?	Policies can be found on the Academy Website, or a hard copy can be obtained from the office, the next day.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	The Academy has a policy on medication administration, ratified and agreed by governors as is available on the website.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	A meeting is held with the parent/carer, SENCo, School Nurse and any other professional who is involved with the pupil. The Care Plan is then shared with relevant staff via the staff network and is monitored by the SENCo every half term or sooner if needed. Parents are consulted, should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo if they feel the plan needs to be amended. Two members of staff are qualified to administer medication as per instructions provided.
3. What would the school do in the case of a medical emergency?	Call 999. Contact a qualified first aider. Contact parent/carer, to collect pupil or pay for a taxi if required. In absence of parent/carer, a first aider would accompany the pupil to the hospital. If language is an issue, the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained every year on Safeguarding/Child protection, DSL and DDSL trained annually, along with pastoral leads. Relevant staff, undertake external courses provided by the LA and private companies. Medical needs such as Asthma/Diabetes/Anaphylaxis and Epilepsy training is undertaken every two years by relevant staff. Relevant staff trained on how to use an EpiPen. Training by outside professionals for ASD, ADHD, EAL, etc.</p>
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<p>5. Which health or therapy services can children access on school premises?</p>	<p>Counselling (Place to Be) on premises x 2 ½ days per week. Access to Senior Mental Health Lead – in school 5 x days per week.</p>
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Communication with Parents

<p>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</p>	<p>Information is distributed at parents’ evenings/ Induction Days, if parents’ don’t attend a letter is sent to them. Staff information is available on the school website. SENCo contact details are included on all correspondence to parents (Details on front page). Regular phone calls home.</p>
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>‘Open Door’ policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>

<p>3. How do you keep parents updated with their child/young person's progress?</p>	<p>Termly Reviews. Annual Reviews. Parents' evening. School reports. Progress Reports sent home 3 times a year. Bright Stars. Learner of the Lesson. Telephone calls.</p>
<p>4. Do you offer Open Days? Due to COVID these are now virtual.</p>	<p>Open Day takes place in September each year. Parents are invited to tour the academy during a normal working day.</p>
<p>5. How can parents give feedback to the school?</p>	<p>Yearly progress evenings. Parent view via the Website. Parent conferences. Parent questionnaires. Parental meetings. Emails to relevant staff.</p>



	<p>Telephone calls, after parental meetings (SEN). Arrange to see staff at a mutually convenient time.</p>
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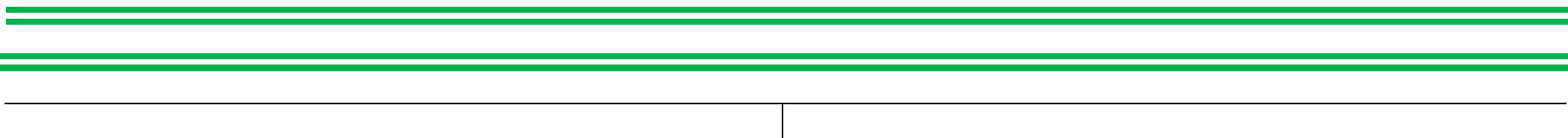
Working Together

<p>1. Do you have home/school contracts?</p>	<p>Home school agreement to be signed by Student, Parent and School. Behaviour contracts to be signed by Parent and School. Home school diary, this informs parents of any relevant information/Homework etc.</p>
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<p>2. What opportunities do you offer for pupils to have their say? E.g. school council?</p>	<p>Student Leadership Team. Student Wellbeing Ambassador Team. Student Voice. Listen to pupils on an informal basis when they come into the Nurture room. Student Support Area or staff available at lunch times in the Student Support Area. Student Questionnaires. School reviews by external agencies and schools.</p>
<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<p>Parents' Evenings. Feedback questionnaires given out after parents evening and with Progress reports. Review meetings. Meetings with staff. Ofsted portal for parent's views.</p>
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<p>Invitation to be a governor given at new pupils' parent's evenings. Invitation via the newsletter. Invitation via the website.</p>
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (E.g. health, social care, voluntary groups?)</p>	<p>Governor link to SEND. Governor link to Pupil Welfare. Feedback to LGB meetings by Deputy Head.</p>

What Help and Support is available for the Family?

<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Yes, staff involved would arrange to meet with parent/s and help complete all the necessary paper work. Parents are offered this service at a parental meeting or by phone. Home visits are undertaken if parent/carer cannot get into school.</p>
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<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<p>Impartial and objective advice/ guidance on Careers and Further Education. Counselling access through referral system. Pastoral and Student support advice, information and guidance on wellbeing, attendance, safeguarding, learning difficulties and disabilities. Mentoring on a 1-1 basis can be arranged.</p>
<p>3. How does the school help parents with Travel plans to get their son/daughter to and from school?</p>	<p>Information on travel services at induction evening prior to admission.</p>
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for Year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>Year 7 Leader and SENCO visit primary schools to receive information, advice and guidance on students who may need additional support and intervention. All year 6 annual reviews for students with SEND are attended by SENCO, if requested. Staff made aware of Year 7 cohort, to enable plans for specific support. Year 7 Leader and SENCO provides additional pastoral support and guidance for students and families. Planned Year 5/6 Induction days with Primary school staff. Pupils who need buddying are put in the same form to support each other. Form tutors, Year Leaders can be telephoned by parents with any concerns. Year 7 assessment takes place early in the academic year.</p>
<p>2. What support is offered for young people leaving the school? (E.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)</p>	<p>Independent careers advice- 1-1 personal careers guidance interviews. Year 11 Careers meetings for students and parents to access information, advice and guidance with providers of post 16 educations. Meetings with SENCO from FE and other colleges. 'Drop in' careers advice sessions at lunch times and the end of the working day, on a Thursday when ICA is in school. Assemblies led by post 16 providers. Supported visits to Further Education Colleges. – if necessary Mock results event.</p>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<p>College providers are invited to Year 11 annual reviews for students with ECHPs, to make provisions prior to admission, with parental consent. Constant reminders about the importance of good attendance and</p>

	<p>punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life.</p> <p>Provide good role models of behaviour to pupils by the way staff treat each other and the pupils.</p>
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>After school – Homework Club.</p> <p>Year 11 Revision groups after school</p>
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>Numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these.</p> <p>All clubs are mentioned in newsletters and on the website.</p> <p>All activities are free unless additional charges are requested. Each SEN pupil will be looked at on an individual basis.</p>
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>Educational Visit Coordinator ensures risk assessments are carried out.</p> <p>Letters/permission/and medical forms are sent out to parents.</p> <p>Experienced, trained staff accompanies all trips out.</p> <p>Reasonable adjustments are made to activities in school to promote inclusion and participation.</p>
4. How do you help children and young people to make friends?	<p>A range of staffed activities are held in the SSA – weekly.</p> <p>Buddy system.</p> <p>Staff trained in restorative approaches to help nurture friendships.</p> <p>Interventions through the Nurture room.</p> <p>Support group in SSA available each day.</p>

Weblinks to Key Policies

E.g. Behaviour policy, Antibullying policy, SEN policy

Glossary for Local Offer

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the Statement or Education, Health and Care Plan.

ADHD/ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement, to speech, to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be:</p> <p>Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention
	Assessment	<p>This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCo, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a Statement of Special Educational Needs/Education, Health and Care Plan.</p>

	Asperger Syndrome	<p>An Autistic Spectrum Disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.</p>

ASD	Autistic Spectrum Disorder	Autistic Spectrum Disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'Asperger's syndrome' are autistic spectrum disorders.
C up L	Catch up Literacy	Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
CPD	Continuing Professional Development.	A structured approach for staff to maintain their knowledge and skills related to their professional lives.
	Differentiation	Differentiation is the adjustment of teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by Cerebral Palsy and Muscular Dystrophy. It can cause slurred speech, a very softly spoken voice, a barely audible whisper, a slow rate

		of speech, a rapid rate of speech, drooling or poor control of saliva and chewing and swallowing difficulty.
	Dyscalculia	Children with Dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and difficulty putting thoughts down on paper. People with Dysgraphia can have trouble organising letters, numbers and words on a line or a page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral Dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EAL	English as a second language	Pupils classed as EAL do not have English as their first known language.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Blackpool's Local Offer.
ELKLAN		Specialist speech, language and communication need training for education staff working with youngsters with difficulties caused by speech, language or communication difficulties.
EMTAS	Ethnic Minority and Traveller Achievement Service	Service to provide support for the education of pupils from an ethnic minority or traveller background.

EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LEA). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as Dyslexic tendencies. Readers, Scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these, e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'Directors'.
HI	Hearing Impairment	Children 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, children 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
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IAG	Information and Guidance	Service where young people can get information and support regarding next step education/career choice.

ILP	Individual Learning Plan	An ILP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an ILP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An ILP should be reviewed regularly and at least twice a year. If there is no ILP the school should have another method of recording how it is meeting your child's SEN
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.

LA	Local Authority	Each council has an LA. The LA is responsible for the education of all children living within the council's area and it has some responsibility for all state schools in the area. In Blackpool, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.
MLD	Moderate Learning Difficulties	Children 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.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The National Curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	Nurture Room	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve their potential

	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children’s services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD	Physical Difficulty	There is a wide range of physical disabilities which can be across the whole ability range. Some children 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 the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN the impact of a child’s condition upon their ability to access education is what needs to be addressed. 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. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child’s movements and identify what the physical problems are and then devise a treatment plan.

	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SSA	Student Support Area	An area in which support is available to pupils who are experiencing social, emotional and mental health difficulties. In our area, we also have working areas for, 1:1 and small group work, together with classrooms for our pupils.
SENCo	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCo is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCo and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.

	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.

	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
	Transition	Transition is when a child moves from one setting to another, such as from home to a child-minders', to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.

Review Date: March 2017.

Review Date: February 2018.

Review Date: February 2019.

Review Date: November 2020 due to COVID.