

SEND Appendix



Hinguar Primary School

<i>Review date</i>	<i>September 2023</i>
<i>Reviewed by</i>	<i>Alison Waite</i>
<i>Next review date</i>	<i>September 2024</i>

HINGUAR

PRIMARY SCHOOL NURSERY



Together we achieve

SEND INFORMATION APPENDIX
2021-2024

For more information and to apply please visit



MEET THE TEAM

Our new Senco will be starting at Hinguar on the 15/4/24. R.McClean V.Waller are currently supporting until then. Please contact senco@hinguar.secat.co.uk



Mrs Waite
Headteacher
DSL

Mrs Attard
DHT Deputy
DSSL



Designated Safeguard Leads
(DSL / DSSL)

We lead and manage the whole school



Mrs Wilson - I support families and children
with all the help they may need.

Deputy Designated Safeguard Lead and
Mental Health Lead

01702 292721

Pastoral Offer and Interventions

With Pupils

Nurture
1 Bereavement and Loss
Transition— moving schools
Social Skills Groups focused on
friendships
1:1 work re Anxiety, Anger and
Self Esteem
Daily Check in with pupils
Lunch time clubs
Attendance

With Parents/Carers

Workshops /coffee mornings with
families
Home visits prior to in year admissions
Attendance meetings with parents /
home visits
Attend Health appointment with par-
ents
Share resources/books with families
Support Families with Health Issues
Support families with house and
financial difficulties

With Other Professionals

Referrals to EMWMHS /
school nurse / Early
Help
Attend CIN/CP
Meetings
Liaise with community
police
Share resources with
staff at school

WELCOME TO HINGWORTH PRIMARY SCHOOL

New Garrison Road, S c buryness, SS3 9FE

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WHAT IS SEND?

At Hinguar Primary School, we use the definition of Special Educational Needs & Disabilities (SEND) given in the SEND Code of practice (2015):

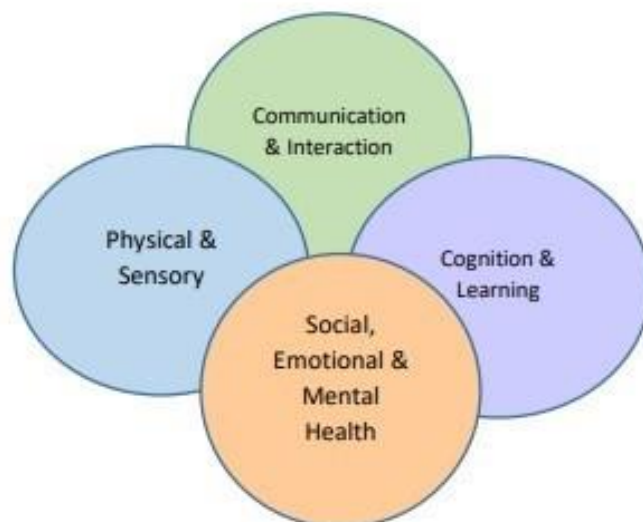
"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made to him or her. A child or young person has a learning difficulty if he or she:

- Has 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.

Special education 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.

Identification of SEND / Areas of Need

We aim to support all children in their development in the most appropriate way possible and celebrate effort as much as achievement. However, we recognise that individual children may have needs that interlope two or more of these areas and their needs may change over time.



The four categories of SEND

Special Educational Needs are always categorised into the following four broad areas of need:

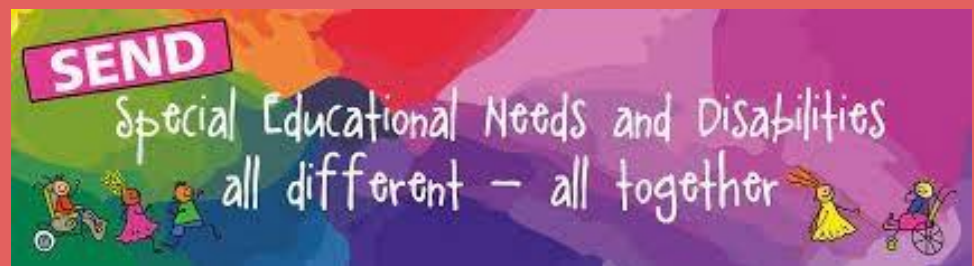
1. Communication and interaction, including:

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive/ expressive language difficulties, selective mutism, tongue tie).



Cognition and Learning (C&L), including:

- Focus, attention, or memory difficulties.
- Learning difficulties.
- Dyslexia & dyscalculia.



Social, Emotional Mental Health (SEMH), including:

- Attention Deficit Hyperactivity Disorder.
- Attention Defiance Disorder.
- Anxiety.
- Depression.
- Dysregulated behaviour.



Sensory and/or physical needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.



IDENTIFICATION OF SEND?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion. This may take time, as the concerns parents are seeing at home are being 'masked' in school, however the school will continue to work closely with the family.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- A pupil asks for help.

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, Mental and Emotional health

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider, for example:

- Attendance
- Issues in that child's life (e.g., bereavement)
- Issues in school (e.g., friendships)



Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision. A child does not have SEND just because English is not their first language (although they could have SEND as well). Also, a child doesn't have SEND just because they were born in the summer term (and so have had less time in school than their September born classmates).

ASSESS, PLAN, REVIEW AND DO

Hinguar Primary school has three waves of support (these can be seen on the provision map provided by the class teacher):

- Universal: Support and opportunities that every child gets.
- Targeted Support: Support and opportunities for children who need a little extra help.
- Specialist Support: Support for children to meet their very individual needs. Teachers and support staff all work at all levels of support.

Graduated Response.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. We ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part ongoing cycle: All our SEND support fits into a four-part cycle called **Assess, Plan, Do, Review**.

Assess: We (school and family) decide what the child's needs are.

Plan: We set outcomes on a Individual Support Plan (ISP).
We decide how we support the child to meet these outcomes.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year (Oct- Feb, Feb- July, July-Oct).

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).



Does a child need a diagnosis in order to have SEND?

No.

Some children do have a diagnosis (e.g., autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis. We know that families often want diagnosis so that they can be sure what is going on for their child. But it's also important that we help the child as soon as we can - so we don't need to wait for a diagnosis to make adjustments for a child. We match the level of support to the child's level of need.

For further information please see the SEND Policy

HINGUAR PRIMARY SCHOOL (secat.co.uk)

WHAT are SMART Outcomes?

SMART Outcomes

We set outcomes for children with SEND so that staff, parents, and children know what we are all working towards. These outcomes are part of a child's Individual Support Plan (ISP). We include SMART outcomes in our ISP. SMART outcomes are:

- **Specific:** We say exactly what the next small step will be for the child.
- **Measurable:** We say how we will know if the child is meeting the target.
- **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- **Time bound:** Outcomes are normally set for one term (10-14 weeks).

How are outcomes specific?

Specific outcomes say what the child will be able to do. We encourage families to be part of this process, so we can work together to achieve.

Edukey

Parents and families will receive a code to access their child's Individual Support Plan on 'Edukey'. They can find an online ISP document. Class Teachers will provide a paper document during parent consultations and additional ISP meetings.

The school encourages families to go online to access their child's ISP and it's important to leave feedback to fully be part of the ISP process. The website link is [Learning Plan & Provision Map Writer \(edukeyapp.com\)](https://edukeyapp.com).

PUPIL VOICE


It is also important that all adults listen to the views of children with SEND.

The child's input can help us unlock extra progress.

Collecting child views may include:

- Asking or observing the child.
- The child completing a survey linked to SEND
- The child self-assessing their own learning and ISP outcomes.
- The child coming to their SEND review meeting.

How we collect child views depends on the child's age and development, this may be the Class Teacher, SENDCO or Learning Mentor.



Can a child with SEND join in day trips,
residential trips, breakfast?

Yes - we adjust so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo about if they are worried that their child might need adjustments to be successful. It is very rare that we must make the hard decision for a child to not attend - in the very small number of occasions this is due to safety, wellbeing, or both.

The role of children is to do their very best so that they learn more, remember more and can do more for the rest of their lives!

TEAMWORK WITH FAMILIES

For ease reading the word 'parents' is used to mean anyone who has parental responsibility, including carers.

Parents are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.



When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting outcomes);
- Agree some long-term goals (we might refer to these goals as outcomes).

Excellent teamwork between school and parents is very important to us.

Co-Production

The word co-production means parents being a key part of planning SEND support and what's provided for SEND.

Co-production is really important to us.

Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life. Just as importantly, parents help us to improve our SEND support through our annual parent survey, giving views on our latest SEND documents (parents helped us to produce this document) and giving ideas for our next parent workshops.

SUPPORT SERVICES FOR FAMILIES

If parent/carers have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is Mrs. Kerri White.

Parents/carers may also contact the SENDCo or the Head Teacher directly if they feel this is more appropriate. All families will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents/carers can look at the following websites:

Southend's Local Offer can be found under the 'umbrella' of Livewell Southend, [Southend-on-Sea Local Offer | Livewell Southend](#).

The Local Offer is a website that is written for Parents/carers. It is a guide to all schools and services in our area, such as: schools, leisure activities, support services, health services.

The **SSIF** is **Southend's Parent Forum for SEND** parents/carers. They will also provide an inherent part of the decision-making process across all relevant Southend services. To ensure we use all our available resources to gather a comprehensive and diverse cross section of views and experiences, so we can represent a wide range of SEND parents/carers in Southend with children from 0-25 years old. [Home | Southend SEND Independent Forum](#).

Our school has it's own SEND Parent Forum group which support and offers advice for one another in our school community. Please ask our school SENDCo (Kerri White) for more information.

Learning Support Assistants

We have a team of Learning Support Assistants (LSAs) supporting our pupils. The LSAs help anyone who needs help, not just the pupils on the Special Educational Needs register.

Their aim is to promote independent learning.

The LSAs are assigned to classes. They move around the classroom supporting everyone, prompting reluctant learners, asking questions to help the pupils to arrive at their own answers, marking work and giving feedback to pupils, explaining in simpler terms, asking the teachers for clarification on behalf of the pupils who don't understand, giving feedback to teachers to move individuals learning forward.

Speech and Language/Social skills

Pupils are identified by members of staff. Key LSAs have been trained by the external professionals for speech and language to assess and deliver an appropriate programme. Advice is sometimes sought from specialists Speech and Language teacher. Pupils referred for Speech and Language would work on language skills. Pupils referred for social skills would work in groups to teach them how to interact with their peers on an appropriate level. We use WELCOMM to screen our children for Speech and Language.

The LSAs also have an additional responsibility of **delivering interventions**, which support the four areas of need, such as Cognition and Learning:

- Reading / Catch up Literacy programme
- Phonic interventions / Toe by Toe / Precision Teaching
- Social skills / friendship / SULP / Social and Emotional Difficulties
- Self-esteem activities / OT/ Physio/Dough Gym / Gym Trail interventions
- English Booster / Maths Booster

How are my child's Social, Emotional and Mental Health needs catered for?

We discuss a child's needs with parents and consider any advice from other professionals. It could be that we plan for sensory breaks or to use different equipment. We do this so that the child has a range of opportunities within the school day— we call this the child's Sensory diet.

This can include:

A quiet sensory space

Ear defenders

Weighted blankets

Fidget Toys

Pop up tents

Timers

When Children Join or Leave Us (This is called transition)

A number of strategies are in place to enable effective pupils' transition. These include:

- Learning Mentor - Mrs. Sharon Wilson will carry out an initial tour and parents/carers are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Early Years Team alongside the pastoral team if needed, meet with **all** our young children and their families who join our school in September as well as visiting feeder settings.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Identified pupils may have extra visits before they join us. They can visit as often as they like and are encouraged to make photo books.

Transition to the next school, preparation for adulthood and independent living - Primary:

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other schools will be arranged
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Mrs Wilson took me around my new school before I started, and I could ask all the questions that were worrying me. (Year 6 pupil)



'Every teacher is a teacher of SEND': inclusive practice in mainstream classrooms

What Do Teachers Do For SEND?

- Teachers are responsible for every child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child. Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms - school council, eco warriors are in place and are monitored for effectiveness by the Governor responsible for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

How accessible is the school environment?

- Disabled parking spots are marked and located in the school car park underneath our school.
- Wild open spaces.
- We have toilets adapted for pupils and visitors with disabilities including a hoist for our shower and toilet facilities.
- Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicates where there is a change in level.
- We have a lift installed in the school.
- All windows have restrictors therefore; any windows which open out on to walkways do not present a hazard.
- Our Accessibility Plan [HINGUAR PRIMARY SCHOOL \(secat.co.uk\)](http://HINGUAR.PRIMARY.SCHOOL.secat.co.uk) will provide greater detail.

How will parents know how their child is doing?

Progress towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at meetings with the SENDCo, class teacher and families.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

What is the process of receiving an EHCP (Education, Health and Care Plan)?

Please speak to the school SENDCo about this process.

Specialist Support

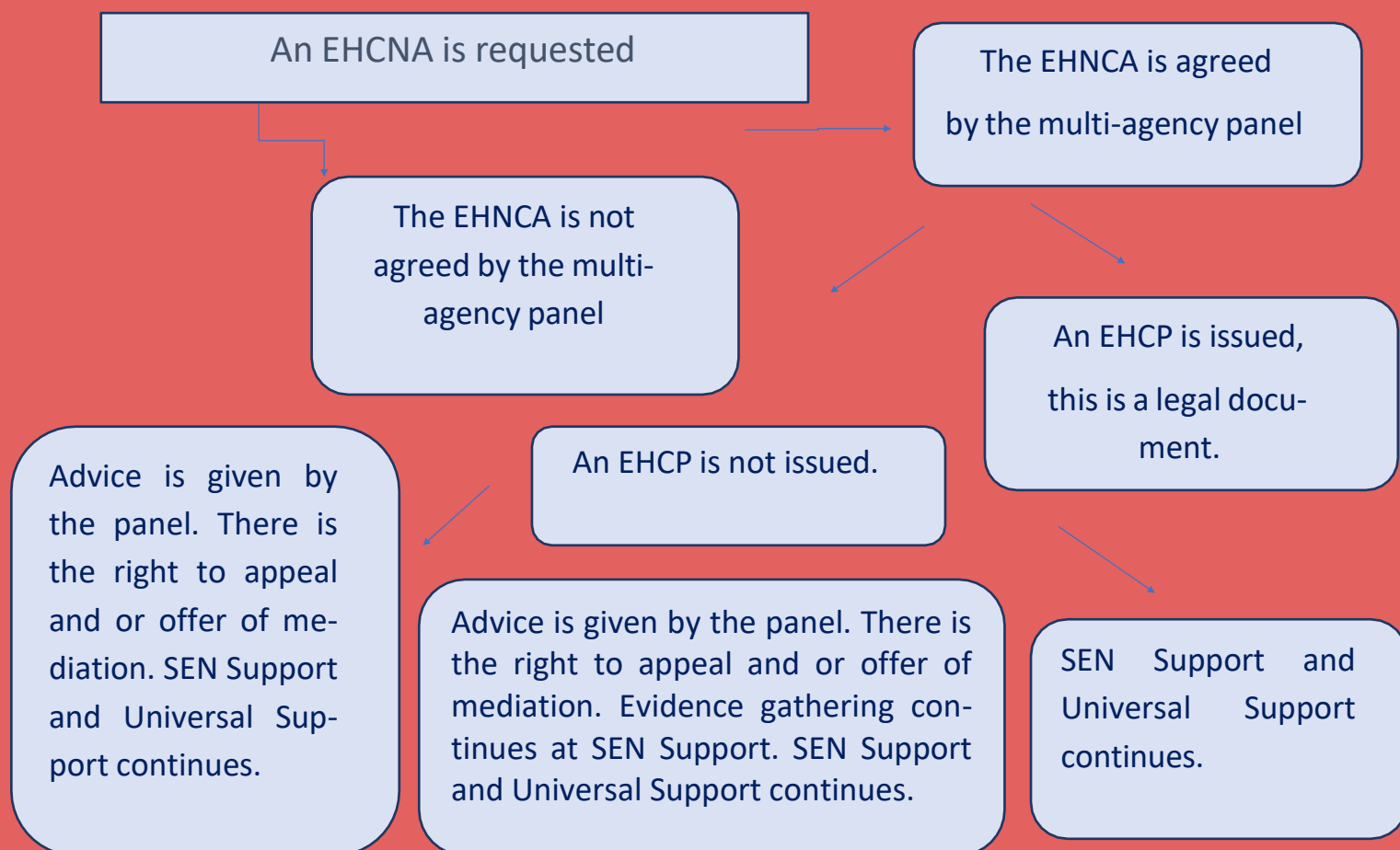
A few pupils need specialist support and may need an Education, Health and Care needs assessment (EHCNA) to find out if special educational provision is needed. An Education, Care and Health Needs Assessment (EHCNA) can be requested by:

A person acting on behalf of a school or post-16 institution.

A young person over the age of 16 but under the age of 25.

Anyone else can bring a child or young person who has (or may have) SEN to the attention of the Local Authority, particularly where they think an EHCNA may be necessary.

A range of evidence is submitted to the Local Authority. In Southend this is through an online application using the 'Education, Health and Care Hub' (EHC Hub), wherever possible. This can be found here: [Education, Health and Care Hub \(southend.gov.uk\)](https://www.southend.gov.uk/education-health-and-care-hub)



What happens next? Once an EHCP application is submitted and the 20 week timeline begins

Applying for Needs Assessment (Weeks 1-6)

Setting, parent/carers or young person applies for a needs assessment (SENCo can submit request on behalf of parents or Young Person)
An EHC Assessment Officer is assigned

Parents and school invited to contribute further information

Professionals are invited to share information from previous involvement with child or young person

EHC Assessment Officer collates all information gathered ready for panel consideration



The Needs Assessment Process (Weeks 7-16)

Relevant professionals complete assessments. They, along with the setting are asked to submit formal advice.

Parents/Carers, child or young person also share views

Co-production meeting involving parents, professionals, child or young person discusses the reports received and agree desired outcomes

EHC Assessment Officer collates all information gathered and shares with EHC Multi Agency Panel



Agreeing & Finalising the Plan (Weeks 17-20)

A proposed EHCP is drafted which is shared with all those involved with the assessment.

Parent/carers reviews and makes comments about the proposed EHCP and informs the LA of their preferred setting.

LA considers any requested amendments and consults with the preferred setting.

School place is agreed

Final EHCP issued

More information can be found here [Education, Health and Care needs assessment | Livewell Southend](#) and here [Education, Health and Care Plans \(EHCP\) | Livewell Southend](#) and here [Education, Health and Care Plans | SENDIASS Southend](#)

What are the steps taken by the school to prevent SEND children being treated less favourably?

The special educational needs and disability code of practice: 0 to 25 years: Statutory guidance identifies statutory duties placed on the school. Whenever we take decisions, we give consideration to what the code says. We have a duty to ensure that our pupils are not discriminated against, and we make reasonable adjustments, including the use of auxiliary aids and services to ensure that all children with SEND are not at a disadvantage compared with that of their peers. These could include the provision of services and the provision of education.

We make reasonable adjustments to meet all needs which could include specific interventions, the use of aids and personnel to support learning, using a different approach to meet the needs of individuals. For children with disabilities, our duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. We promote equality of opportunity for disabled children. Any outcomes are specific and measurable, we commission services to support the needs of individuals and arrangements in place to support all pupils with SEND to ensure that they get the support they need. All children with SEND engage in activities of school alongside children who do not have SEND.

The SENDCO is responsible for co-ordinating SEND provision. Our school's Admission policy ensures that all children are not refused admission due to their SEND or if they do not have an EHC plan. We regularly review and evaluate the breadth and impact of the support we offer or can access to ensure that we take an active role with all agencies and follow advice. We make the best endeavours to ensure that a child with SEND receives the support they need - this means doing everything we can to meet children and young people's SEND. We regularly review and evaluate the breadth and impact of the support we offer or can access and we promote training for individual staff members or whole staff to ensure that we can follow updated recommendations for pupils in our care.

What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEND concerning the provision made at the school?

Please refer to the school's Complaints Policy for more information. Within school, the procedure has three stages, which must begin with the informal stage:

- **Informal** - most concerns are easily resolved informally by discussion with staff at the school; more difficult or complex concerns may take more than one discussion.
- **Formal complaint to the Head Teacher** - if you are unable to resolve the complaint you should write to the Head Teacher detailing your complaint.
- **Formal complaint to the governing body** - A formal complaint can be made to the governing body, after careful attempts have been made to resolve the matter informally or formally with the Head Teacher.

Parents and carers who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the SEND Mediation and Disagreement Resolution Services. This is available to parents of children with special educational needs and to young people with special educational needs. The services are free and confidential and are independent of the local authority and Clinical Commissioning Group. Tel no: 0800 064 4488 SEND Mediation and Disagreement Resolution Services | Livewell Southend

What provision do we offer?

Communication and Interaction Needs	Speech, Language and Communication Needs	<p>Access to Speech and Language Unit/Specialist teacher</p> <p>Access, via Early Help, to Speech and Language therapist</p> <p>ELKAN trained LSAs</p> <p>Individualised Speech and Language programmes</p> <p>Makaton / Picture Exchange Communication System</p> <p>Visual timetables</p>	<p>Speech and Language</p> <p>tel: 07814 377552</p> <p>tel:01702 880387</p> <p>Search Results Livewell Southend</p>
	Autistic Spectrum Disorders	<p>Access to St. Christopher Special School Specialist Provision and Expertise in ASD & ADD, ADHD</p> <p>Social Stories / Individual Visual Timetables</p> <p>Calm and Safe Environments for calming down</p> <p>Key LSA/mentor</p> <p>Educational Psychologist</p>	
Cognition and Learning Needs	Moderate Learning Needs	<p>Screening programme to identify those who need targeted support</p> <p>Interventions – group and individual</p> <p>LSA support addressing misconceptions and catch-up sessions</p> <p>Early morning booster sessions</p>	<p>Family Support – The St Christopher's School (thestchristopherschool.co.uk)</p> <p>Southend Educational Psychology Service - Resources Page Southend Learning Network</p>
	Specific Learning Needs	<p>Screening programme and further assessment to devise a bespoke programme of study</p> <p>Access to specialist teachers in education</p> <p>Specialist Leader in Education</p> <p>Educational Psychologist</p> <p>Specialised programmes (OT reports) that develop co-ordination: gross and fine motor skills.</p>	
Social, Emotional and Mental Development Needs	Behavioural Needs	<p>Learning Mentor</p> <p>Access to Specialist Support (Inclusion Team)</p>	<p>The Lighthouse Child Development Centre Livewell Southend</p> <p>Contact the school office – Learning Mentor or the School SENDCo</p>
	Emotional and Mental Wellbeing	<p>Primary School Nurture Referral Unit– Inclusion Team</p> <p>Access to our school counsellor / Access to adult counsellors</p> <p>Mentors</p> <p>Access to Emotional Wellbeing and Mental Health Service (NELFT) / Kids Inspire / Kooth (11 years +)</p>	
	Social Needs	<p>Social skills groups</p> <p>Pastoral Care Team</p> <p>Social Worker placements</p>	
SENDSory and Physical Needs	Hearing Impairment	<p>Access to Hearing Impairment Specialist</p> <p>FM receivers</p> <p>Hearing Loops</p>	<p>Hearing Impairment (HI) Outreach Service Livewell Southend</p> <p>Contact the school office or Specialist School Nursing and Children's Epilepsy Service EPUT</p>
	Visual Impairment	<p>VIA – via Kingsdown Special School</p> <p>Touch typing lessons</p> <p>Physical Environment Audit</p> <p>LSA trained in Braille</p>	
	Multi-SENDSory Impairment	<p>Risk Assessment and individualised support</p>	
	Physical Impairment	<p>Disabled toilets – hoists /reasonable physical adaptations</p> <p>Lift</p>	
Medical		<p>Specialist support / Access to specialist nurses / school nurse</p> <p>Care Plan / Medical Room / Secure storage for medication</p>	

Where can I find further Information?

Our SENDCo and leadership team are in charge of evaluating our SEND policy and SEND Information Report. Where to find more SEND Information?

Visit our website, [Hinguar Primary School & Nursery - Home \(secat.co.uk\)](http://Hinguar Primary School & Nursery - Home (secat.co.uk)), to read other policies that link to SEND.

Fixed Term Exclusions: We reduce the risk of exclusions by making adjustments to help everyone fully access life in school. However, you can find out more about exclusions in our Behaviour Policy here. [download.asp \(secat.co.uk\)](http://download.asp (secat.co.uk))

Want to read more? If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice - This is the Government's SEND rulebook. [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk))

Equality Act - This 2010 law outlines our duties to make reasonable adjustments and not discriminate. The Equality Act 2010 | Enhance the UK

The Children & Families Act - This 2014 law outlines our duties for children with SEND,

Evaluating our SEND Information Report and Policy - The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART outcomes.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders and Governors visit classrooms to observe or look through workbooks.
5. Asking parents and children about SEND in our school.

We review and update this SEND Information Report every 12 months. Then, our governors and parent forum discuss and approve it.

TERMINOLOGY, ACRONYMS and LINKS

Achievement	The result of striving towards a SENDse of personal success and achieving as highly as possible. A combination of a child's progress and attainment.
Additional needs	Additional needs describes a group of children who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer- term strategy.
Alternative provision	Education in a setting that is not a mainstream or special school. The education should be based on the needs of the child and can be provided through a variety of routes, including pupil referral units (PRUs).
Annual review	The statutory yearly review of an Education Health and Care Plan. The local authority carries out such a review within 12 months of making an Education, Health and Care plan, or within 12 months of any previous review.
Assess, Plan, Do, Review	The 'Assess, Plan, Do, Review' cycle is sometimes shortened to APDR, is used by educational settings to ensure that children and young people with special educational needs at SEND support or with an Education, Health and Care plan receive the best possible provision and achieve positive outcomes. It is used by the educational setting so that SEND provision evolves to meet the needs of all children and young people with SEND. This is also used to support children, young people and families in Education, Health and Care (EHC) needs assessments, planning and review processes. The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review' cycle.
Assessment	Assessment is the systematic process of assessing the needs, circumstances or progress of a child against an established scale or standardised benchmarks, with the intention of understanding the child's needs so that decisions can be made about appropriate support (or to confirm that no additional help is required).
Attainment	Achievement evaluated against specified standards, generally national expectations.
Attention Deficit Hyperactivity Disorder (ADHD)	A medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.
Autism (Autistic Spectrum Disorder/Condition (ASD/ASC))	Autism is a lifelong developmental disability that affects how people perceive the world and interact with others. https://www.autism.org.uk/about/what-is/asd.aspx Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Child Looked After (CLA)	Any child who is in care of the local authority, or who is provided with accommodation by the local authority social services department for more than 24 hours.
Cognition and Learning	The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgement.

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Developmental delay	A slower rate of development where a child learns more slowly than most children of the same age.
Disabled children and young people. (SEND Code of Practice p16)	<p>Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes SENDsory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition’ Code of Practice p16. (Ref: xviii).</p> <p>https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25</p>
Dyscalculia	A condition associated with specific learning difficulties in Maths. In its simplest terms this means that sufferers have problems with even simple arithmetic.
Dyslexia	A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
Dyspraxia	A common developmental disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech.
Early Help and Family Support Assessment (EHFSA)	<p>Southend’s commitment at the Early Help Front Door is to provide children and families with help as soon as needs preSENDt themselves, regardless of age, to prevent those needs from escalating and requiring more intensive help and support later on. http://www.southend.gov.uk/southendchildrenspartnership/info/1/early_help</p>
Education, Health and Care Needs Assessment	A process undertaken by the Local Area to identify whether an Education Health Care and Needs Plan is required. Assessments can be requested by settings, parents, young people or professionals. If an EHCNA is undertaken and agreed, then the whole process must be completed within 20 weeks.
Education, Health and Care Plan (EHCP)	Education, Health and Care Plans can be referred to as EHCPs or EHC plans. An Education Health and Care plan is for children and young people aged up to 25 years, who are in education or training, who need more support than is available through SEND support. An individual’s Education, Health and Care plan identifies their educational, health and social needs and sets out the additional support to meet those needs and how services will work together to meet the child or young person’s needs. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.
Educational Psychologist (EP)	An Educational Psychologist is a qualified professional, registered with the Health and Care Professions Council. Generally, the Local Authority employs such professionals to support educational settings in the assessment of children’s needs and offers advice and support to those working with children and young people.
Emotional Wellbeing and Mental Health Services (EWMHS)	Provides multidisciplinary mental health services to children and young people with mental health difficulties and disorders.
Epilepsy	A condition in which the affected person has recurrent seizures because of an altered state in the brain
Foetal alcohol syndrome disorder (FASD)	A condition caused by the mother consuming alcohol, resulting in abnormal brain development before birth.

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Fragile X Syndrome	The commonest cause of learning difficulties after Down syndrome; it is an inherited condition associated with a fragile site at the end of the X chromosome.
Graduated Response	<p>When a pupil is identified as having SEND schools must put effective provision in place and ensure that all barriers to learning are removed. The Local Authority is required by law to set out what it expects educational settings to offer pupils with SEND at SEND Support, this is called the Graduated Response. The Graduated Response ensures that early year's settings, schools and colleges:</p> <ul style="list-style-type: none"> Take immediate action when a pupil is identified as having SEND. Removes all barriers to learning by putting effective support for the pupil in place. Informs the pupil's family as soon as the pupil's SEND is identified. Works in partnership with the pupil, their parents and carers, including them in decision making. Reviews the support put in place for children and young people with SEND at least termly. Involves the child or young person, their parents and carers in reviews. Gains advice from specialist professionals if necessary. Uses Assess, Plan, Do, Review cycles to inform changes to a child or young person's SEND support.
Hearing Impairment (HI)	Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.
Higher Level Teaching Assistant (HLTA)	An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.
Individual Support Plan (ISP) (or equivalent)	Is a plan or programme designed for children with SEND to help them to get the most out of their education. Developed via a person-centered approach it has the purpose of identifying the SEND of pupils, monitoring their progress towards desired outcomes and tracking resources utilised within school.
Learning Difficulty or Disability. (SEND Code of Practice p15)	<p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> 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. https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25 <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.</p>
Learning mentors	School staff who work with school and college students to help them engage more effectively in learning and improve achievement.
Local Authority (LA)	The local government body of a county or city that provides services, including education, for local people
Local Offer (LO)	Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children, young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans, and their families. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.
Live Well Southend	<p>Southend's Borough Council's information point.</p> <p>https://livewellsouthend.com/kb5/southendonsea/directory/home.page</p>

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Mediation	A statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities. Mediation can be requested to resolve differences over EHC needs assessments and EHC plans. Mediation must be offered to the parent or young person when the final plan is issued or when the LA makes a decision about an existing EHC plan. If the issues cannot be resolved through Mediation, then parents can lodge an appeal with the SENDist Tribunal.
Moderate Learning Difficulties (MLD)	Describes a general level of academic attainment that is significantly below that of other children of the same age. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills.
Modification	Amendment or alteration of a programme of study, attainment target, assessment or any other component of the curriculum so that a child can access that area of the teaching and learning.
Monitoring	Systematic checking of progress against outcomes and the gathering of information to work out how effective learning strategies and interventions have been.
Multi-agency working	Practitioners from different sectors and professions working together to provide joined-up support for children, young people and families.
Occupational Therapy (OT)	Occupational therapy (OT) is a science degree-based, health and social care profession, regulated by the Health and Care Professions Council. Occupational therapy takes a "whole- person approach" to both mental and physical health and wellbeing and enables individuals to achieve their full potential.
Personal Budget	A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.
Physical disability (PD)	Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have SENDsory impairments and/or learning difficulties.
Profound and Multiple Learning Difficulties (PMLD)	Pupils with PMLD have very complex learning needs. Among pupils with PMLD are those learning at the earliest levels of development and who have physical disabilities, SENDsory impairment or a severe medical condition. Pupils with PMLD need a high level of adult support both for their learning needs and for their personal care.
Provision map	A provision map is a way of documenting the range of support available to pupils within a school. These maps can be costed to demonstrate the resources needed to provide the support.
Pupil Premium	Additional funding for schools to spend in order to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.
Quality First Teaching	The range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.
Safeguarding	The process of identifying children and young people who have suffered or who are likely to suffer significant harm, and then taking the appropriate steps to keep them safe.
Speech and Language Therapy Service (SALT)	The Speech and Language Therapy Service provides assessment, advice, direct and indirect interventions for patients with speech, language and communication disorders. https://eput.nhs.uk/our-services/essex/south-east-essex-community-health-services/childrens/speech-language-therapy/

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SEND Code of Practice	The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014. The Code provides guidance on policies and procedures intended to enable pupils with SEND to reach their full potential, to be included in school communities and to make the transition to adult life successfully.
SEND Information Report	All state-funded schools (except special schools established in hospitals) and academies must publish a SEND information report on their website. Without this report, a school's website is not compliant. The statutory requirements are set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and the SEND Code of Practice (6.79-6.81 of the SEND Code of Practice)
SENDCo	Special Educational Needs Co-ordinator (SENDCo). Every school or Early Years setting has a SENDCo, who is the person responsible for coordinating help for children with special educational needs. It is a statutory requirement that every school must have a SENDCo. Colleges also have a named person responsible for the coordination of SEND support and provision, similar to the role of a SENDCo.
SEND	The term Special Educational Needs and/or Disability is often referred to as SEND. Guidance, legislation and regulations often use the abbreviation SEND. This includes children and young people with SEND. Children and young people with a disability do not necessarily have special educational needs, but there is a significant overlap between disabled children and young people and those with special educational needs.
SEND Support	Educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services. SEND support is the term used to describe the support that schools provide for pupils who have been identified as having SEND but who do not need an Education, Health and Care (EHC) needs assessment. Pupils at SEND Support are given support that is additional to and different from the majority of children and is paid for out of the school's resources. Most pupils with SEND in mainstream schools are provided for at SEND Support.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-SENsory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
Severe Learning Difficulty (SLD)	Pupils with SLD have significant intellectual or cognitive impairments. This will have an impact on their ability to participate in the school curriculum without support.
Special Education Needs and Disability Information, Advice and Support Service (SENDIASS)	SENDIASS offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services which means there has to be one in every local authority. SENDIASS offers a free, impartial and confidential service.
Social, emotional and mental health difficulties (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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Special Educational Needs and Disability Tribunal (SENDist)	SENDist are part of the Health, Education and Social Care Chamber, one of seven chambers of the First-tier Tribunal which settles legal disputes and is structured around particular areas of law. They are responsible for handling appeals against local authority decisions regarding special educational needs. From 3rd April 2018, their jurisdiction has been extended on a trial basis to include the power to make recommendations about health and social care issues in all appeals except refusal to secure an EHC needs assessment or re-assessment. The Department for Education and Skills national trial of extended powers for the tribunal will run for a period of 2 years.
Specialist Services	Services provided by the local authority or health service to provide specialised services for children with acute or high-level needs.
Speech, Language and Communication Needs (SLCN)	A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially. Speech and language therapy, the aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.
Statutory Assessment	An EHCNA is often referred to as a statutory assessment.
Transition	The term 'transition' is used to describe the life changes that a child or young person may go through. This includes moving from class to class, Early years to Primary School, Primary School to Secondary School and Secondary School to work, college or university.
Transition plan	A plan setting out the steps needed to move from one educational setting to another or from educa-