

SEND Policy and Information Report

St. Mary's CE Primary School



St Mary's
C of E Primary School

Approved by: Helen Webb

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Last reviewed on: September 2026

Next review due by: September 2027



Instilling a life-long love for learning in an inclusive, supportive Christian community. Giving everyone the strength to enable them to flourish.



VISION AND VALUES

OUR VISION:

At St Mary's we aim to nurture the whole child, with the opportunity to develop their full potential through an inspiring and creative curriculum, instilling a life-long love for learning in an inclusive, supportive Christian community. Providing them with the strength to enable them to flourish.

Isaiah 40:31

But those who trust in the Lord for help, will find their strength renewed.

They will rise on wings like eagles;

They will run and not grow weary;

They will walk and not grow weak.

OUR VALUES:

At St Mary's CE Primary School, these values are at the heart of everything we do at school. We actively teach these values to children through our curriculum, collective worship and our day to day interactions with children. We always encourage children to reflect these values in their own behaviour in school and in the wider community.

LOVE is the most important core value in our school. We strive to bring our community together through love, kindness and friendship. We seek to appreciate everyone for who they are and welcome them to our school family. We encourage the whole school community to consider others before themselves and to practice friendship, compassion, forgiveness and tolerance.

HOPE is rooted in God's love for us. At St Mary's, we have high hopes and aspirations for all our pupils, our school and our community

TRUST is central to our school community. We trust in God, one another and ourselves. We value those around us who we know we can rely on, who can support and be there for us. When we work together, we grow stronger and are enriched.

RESPECT, one of our core Christian values, includes self-respect, respect for each other, the wider community and the world. Respect embraces individual differences and similarities within **school and** community. We celebrate these differences and rejoice in similarities. As a school, we ensure children have equal opportunities to be successful and appreciate everyone's talents.

PERSEVERANCE, at St Marys we work hard and aim to be the best we can. We know that sometimes things can be difficult, but we keep going and with God's help we don't give up.

FRIENDSHIP, friends are incredibly important as children grow up. Friendships allow children to grow and develop social and emotional skills. This ensures that the unique individuality of each person is recognised echoing the value placed by God on the preciousness of each person.

Everyone in the school community has a part to play in achieving strong, meaningful relationships and excellent behaviour. We all have a shared responsibility to provide the very best learning environment for our children and so we have a set of principles that apply to everyone (appendix 1).

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1. Vision and Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St. Mary's, we are committed to giving all our children every opportunity to reach their potential without exclusion or exception. We strive to ensure that all children are able to flourish, through hope in the Lord to “renew their strength, to soar on wings like eagles” (Isaiah 40:31) and fully welcome and support children with a range of different special educational needs.

We have high expectations for all of our children in school and are committed to ensuring all children, including those with SEND are taught well and that we meet the needs of all children with Special Educational Needs and/or a disability. We ensure that children receive targeted support that is relevant to their needs, through a child-centred approach, by listening to the child, by working in close partnership with parents and carers, the Local Authority, as well as specialist agencies from health, education and social care that each child can become an independent learner and flourish both in primary school and as they transition to secondary school.

Our educational aims for children with special educational needs and/or disability (SEND) are the same as those for all children in school. At St. Mary's CE Primary School, we understand that special educational needs may be experienced throughout, or at any time during a child's school career.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

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- This policy also complies with our funding agreement and articles of association.

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Jennifer Grant 01384 818295 jgrant@st-mary-ki.dudley.sch.uk / info@st-mary-ki.dudley.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure a smooth transition
- Work with the head teacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of special educational needs and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

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Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including but not limited to:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy.
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At St. Mary's CE Primary School we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2014):

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

A child of compulsory school age or a young person has a learning difficulty or disability 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.

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.

At St. Mary's, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils through summative and formative assessments to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap



This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Many children and young people who have SEN 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’. This definition includes sensory 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 SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. At St. Mary’s CE Primary School, pupils with SEND are identified on the school SEND register and provision to meet their needs is routinely planned for. As children progress through school, if their needs no longer require special educational provision, they may be removed from the SEND register.

Other factors

Aside from SEN, there are other factors, which could impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant 7
- Being a looked after child
- Being a child of serviceman/woman

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

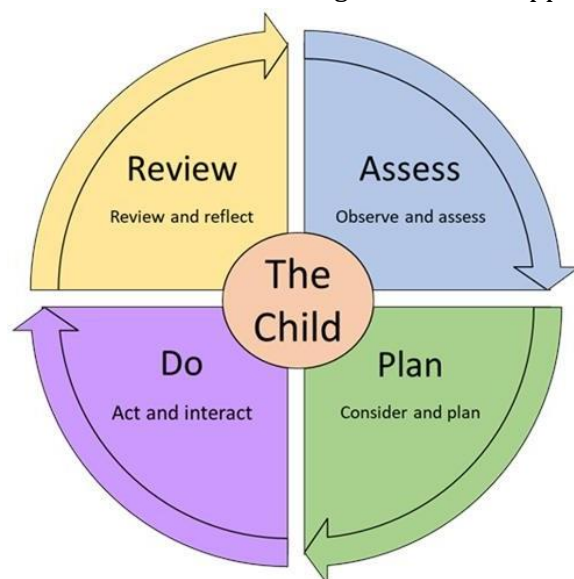
Notes of these early discussions will be added to the pupil’s record and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes



We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This continuous cycle enables provision to be refined and revised as our understanding of the pupil need grows. This cycle enables the identification of interventions and strategies that will support the child to achieve well.



Assess- The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviours
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Plan- Planning will involve consultation between the teacher, SENDCO and parents to agree the provision, adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. The assessment will be reviewed regularly.

Do- The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and make links with classroom teaching. The SENDCO will offer, when needed, supplementary support including further assessment of the pupil's strengths and weaknesses and advice about effective support.

Review- Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher and support staff along with the SENDCO, in consultation with the parents/carers and pupil will revise the targets and provision based on the pupil's previous progress and development.

All teachers and support staff will then be made aware of any new needs as well as any changes made to provision, interventions and targets.

5.5 Supporting pupils moving between phases and preparing for adulthood

Typically, at St. Mary's CE Primary School, transition is either to a new class, to a new teacher, or moving on to another school and we are committed to working in partnership with all involved to ensure that this is as smooth and positive an experience as possible. Where a pupil is changing schools, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Through planning for our children with SEND in school we ensure that the children are prepared for their next year in various ways. There are transition meetings involving teacher to teacher, sometimes involving external agencies, where needs are discussed as well as effective provision and best ways to support the child are shared. Children have the opportunity to meet their new teacher and experience a taste of life in the year above. For some children an enhanced transition may be required. There may be additional meetings of professionals and/or additional work done with the child in school. Enhanced transitions are carried out on an individual needs basis as well as creating 'social stories', photo/information booklets and videos to help familiarize children with their new class and allow them to revisit different information as often as they need.

The class teachers in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school and will also complete information gathering sheets sent by the secondary school. In some cases the SENDCO meets with Secondary SENDCO's to discuss the Special Educational Needs of children individual children moving to Year 7. All records are passed onto Secondary SENDCO's. Where appropriate, further meetings between and home may take place and an enhanced transition may be arranged. We will agree with parents and pupils which information will be shared with the school or other setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN



High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEN. Learning and attainment of all pupils is carefully tracked by class teachers and assessment information is monitored termly by the senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities through using adaptive teaching techniques and provision to help remove any barriers to learning to enable the pupil to progress academically. Parents are encouraged to share information and knowledge about their child with the school through ongoing meetings and are kept informed fully of the monitoring and outcomes. Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and to ensure that every child is able to reach their full academic potential.

We will also provide the following interventions:

- Targeted phonics interventions
- Precision Teaching for spelling
- Small group phonics sessions (RWI, including KS2 children where appropriate)
- Speech and language therapy using Welcomm interventions and from NHS Speech and Language Therapy where appropriate
- Get Moving program
- Communication & Interaction interventions (delivered by Dudley Council)
- Counselling sessions (delivered by a trained, external counsellor)
- Social skills small group intervention
- Nurture groups (following the 'Zones of Regulation' framework)
- Sensory Circuits

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum through adaptive teaching to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops and Ipads, talking tins, coloured overlays, visual aids, now and next boards, writing slopes and 'Coulourful Semantics' resources.
- Differentiating our teaching through adaptive teaching techniques, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, 'chunking' a task, etc.
- Access arrangements for tests and examination are routinely applied to help support children with specific needs. This may mean that a child is allowed a reader or a scribe. It may also mean that the child is eligible for extra time.
- The school is DDA compliant - see our Accessibility plan that details how we are actively working towards ensuring all disabled pupils can participate in the curriculum - available at: <https://www.st-mary-ki.dudley.sch.uk/policies/>
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.



- We ensure that all after-school provision and extra-curricular activities are accessible to all children, including those with SEND.
- There is a disabled toilet that is fully equipped with rails, an emergency pull cord, a pull down table and changing facilities.
- The school is all on one level with no internal steps and with doors wide enough to allow for a wheelchair.
- Access from outside areas such as the main front doors or from the playgrounds is via a ramp.
- We have nurture areas and 'safe spaces' around school which are used to support children with emotional needs.



5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as precision teaching, emotion coaching, Get Moving and Colourful Semantics. These may be delivered 1:1 or to a small group. Teaching assistants, under the direction of the class teacher, can be utilized to support pupils on a 1:1 basis to meet individual needs or individual targets or support pupils in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Learning Support Services
- Educational Psychologists
- Speech and Language Therapy Service
- Behaviour Outreach Services (Sycamore)
- Physical and medical inclusion services
- Hearing and visual impairment services
- CIPS (Communication, Interaction, Physical and Sensory) advisory service
- Physiotherapy
- Occupational therapy
- CAMHS
- Counselling (What Centre)
- Inclusive Pathways
- Specialist Early Years Service (SEYS)
- Virtual School

5.9 Expertise and training of staff

Our SENDCO has nearly ten years of experience working with children with additional needs across the primary age range and is currently undertaking the National Professional Qualification for Special Educational Needs Coordinators.

They are allocated 1.5 days a week to manage SEND provision.

We currently have a team of 7 members of support staff all of whom are trained to deliver SEN provision. In the last academic year, support staff have been trained in Pediatric First Aid and de-escalation techniques. Individual staff have received more bespoke training and ongoing advice on SEMH difficulties and trauma, including positive handling training.

Staff receive ongoing training throughout the year and any specific training is also sought as necessary. This may include:

- Offsite training covering all aspects of SEND provision.
- Educational Training from external providers, working with groups of staff.

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Ongoing 'in house' training for both teaching and non-teaching members of staff is planned based upon the training needs of staff as well as the needs of our pupils.

We work with external providers to deliver specialist provision including blocks of physiotherapy, counselling and speech therapy as well as sessions delivered by the Dudley CIPS team.

5.10 Securing equipment and facilities

The SEND budget is allocated each financial year and is used to provide additional support, resources and training. The funds are also used to finance specialist support, which at St Mary's includes:

- Learning Support Services
- Educational Psychologist
- Speech and language therapy
- Counselling (What Centre)
- Behaviour Outreach Service (Sycamore Outreach)
- Teaching Assistants with bespoke training

Any additional specialist equipment that an individual may require is either loaned or purchased by the school using the SEND budget.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Timely review of the impact of any interventions carried out
- Using pupil questionnaires and pupil voice
- Monitoring by the SENDCO and SLT
- Using SEND Learning Support Plans to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits (including residential trips) are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays, special workshops and all enrichment activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- There is a disabled toilet that is fully equipped with rails, an emergency pull cord, a pull down table and changing facilities.
- The school is all on one level with no internal steps and with doors wide enough to allow for a wheelchair.
- Access from outside areas such as the main front doors or from the playgrounds is via a ramp.
- St. Mary's CE Primary School has an Accessibility plan that can be found at: <https://www.st-mary-ki.dudley.sch.uk/policies/>

This working document shows our intent and commitment to improving the physical environment to enable disabled pupils take better advantage of the education, benefits, facilities and services we provide at school.

- **Arrangements for the admission of disabled pupils:**



The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act. The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability. Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take an active role in school life through volunteering to take up roles such as assembly monitor or house team captain.
- Pupils with SEND are also encouraged to build friendships/team skills through our house competitions as well as targeted social skills groups.
- A counsellor is brought in by school once a week to help children who are having difficulties and provides a bespoke program of strategies and support tailored to the individual or small group.
- Individual children may have targets set by CIPS or by the educational psychologist. These will be worked on by suitably trained adults in school.
- Nurture groups support children with emotional and mental health needs and help to provide children with self-regulation strategies.
- We also use the Sycamore Outreach service to help support individuals and small groups who find regulating their emotions challenging. They work with the child and school to develop strategies. They also help to develop IBPs (Individual Behaviour Plans) alongside the child.
- For children who struggle with anxiety and transitions to and from school, we work alongside the child and parent to better understand and identify triggers then utilize a range of strategies to help ease this such as the use of transitional items, 'soft starts' whereby a child may enter school earlier via our 'nurture room', and emotional check-ins prior to starting their day.
- We have a zero tolerance approach to bullying. Please see our Anti-Bullying Policy for further information.

5.14 Working with other agencies

At St. Mary's CE Primary School, we regularly work alongside external support agencies to help identify, assess and advise on making effective provision for pupils with SEND. These services include (but are not restricted to):

- Learning Support Services- advisory service for children with learning difficulties
- Specialist Early years Services
- PRUs- behavioural, emotional and social difficulties
- PIMIS (physical impairment and medical impairment services)- sensory impairments.
- Visual impairment
- Hearing impairment
- CIPS (Communication, Interaction, Physical and Sensory advisory service)
- EP - educational psychology
- Counselling
- Pediatricians
- Cherry Tree- home and hospital education services
- Social care
- Occupational Therapy
- Physiotherapy



➤ CAMHS- children and adolescent mental health service.

Referrals to these services will be made by the SENDCO in discussion with class teachers and with the consent of parents/carers.

5.15 Complaints about SEND provision

At St. Mary's, we believe that pupils with SEND receive the most effective provision when there are effective working relationships and open channels of communication between school, families, pupils and other agencies. If a parent or carer has any concerns or complaints regarding the care or educational provision in place for their child, they should discuss this with the Class Teacher or SLT in the first instance. They may then raise concerns with the SENDCO.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the head teacher who will be able to give advice on formal procedures for complaint. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Dudley Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) provide a range of information, legally based advice and support to help parents/carers, children and young people on all matters relating to Special Educational Needs and Disabilities (SEND).

They offer free, confidential and impartial support to children and young people aged 0-25 years old with SEND and their parents and carers.

Further information can be found at:

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Email: dudley.sendiass@dudley.gov.uk

Call: 07824 543233, 07900 161363 or 07929 777744.

Also available through Dudley Local offer website: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

5.17 Contact details for raising concerns

To make an appointment to speak to the class teacher or any of the staff members below, please call the office: 01384 818295 or email info@st-mary-ki.dudley.sch.uk

SENDCo and Senior Mental Health Lead - Miss J Grant

Deputy head teacher and DSL - Mrs Kelly Bough

EYFS Leader and DSL – Miss G. Jones

Head teacher and DSL - Mrs A Wainwright



5.18 The local authority local offer

Our local authority's local offer is a website for children and young people with special educational needs and disabilities (SEND) and their parents and carers.

It is published here: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Jennifer Grant (SENDCO) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Attendance policy
- Equality information and objectives
- Supporting pupils with medical conditions
- School complaints procedure
- Equalities and inclusion and diversity policy
- Mental health and wellbeing policy



Glossary

ADHD - Attention deficit hyperactivity disorder- a condition that affects people's behaviour.

Annual review - Under the Children and Families Act 2014 local authorities must carry out a review of every Education, Health and Care plan (EHC Plan) and Statement of Special Educational Needs at least once every 12 months.

ASD/ASC - Autism spectrum disorder/condition - a developmental disorder that affects communication and behaviour.

Care plans - A record of health and /or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan is agreed with the child's parent /carer or the young person and may be contained within a patient's medical record or maintained as a separate document.

CIPS – Communication, Interaction, Physical and Sensory is an advisory service offered by Dudley Council which provides support for children and families with needs in these areas.

COP – SEN Code of Practice is the legal and statutory guidance for children and young people with special educational needs and/or disabilities from age 0-25.

Dyslexia - A learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, **dyslexia** affects areas of the brain that process language.

Differentiation and adaptive teaching - refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, **classroom**, or learning environment.

EHCP - Education, Health and Care Plan - details the education, health and social care support that is to be provided to a child or young person who has special educational needs or a disability. It is drawn up by the local authority and parents/carers and the child/ young person, after an EHC needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies. EHC Plans replaced Statements of Special Educational Needs in September 2014.

External agencies - A community mental health, physical health or social service organisation, including their professional and paraprofessional staff.

Graduated approach - The Special Educational Needs and Disability (SEND) Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is a cycle of Assess, plan, do, and review. Assessing and identifying a pupil's individual needs, planning how to meet their needs, putting the plans in place and reviewing regularly to check that the support in place is meeting the child's needs.

Inclusive practice - A teaching approach that recognises the differences between students and uses this to ensure that all students can access educational content and participate fully in their learning. It understands that no two pupils are the same and ensures that lessons and activities accommodate this.

Intervention - A targeted learning program which works towards a specific outcome or target.

Local Offer - Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult on what provision their Local Offer should contain.

OT- Occupational therapy aims to improve your ability to do everyday tasks you are having difficulty with.

Physio - *Physiotherapy* helps to restore movement and function when someone is affected by injury, illness or disability. It can also help to reduce your risk of injury or illness in the future. It takes a holistic approach that involves the patient directly in their own care.

SCLN - speech, communication and language needs.

SEMH - Social, emotional and mental health

SENCo or SENDCo - Special Educational Needs Coordinator – a qualified teacher in a school or maintained nursery, who has taken additional SEN training and has responsibility for coordinating SEN provision. All schools must have a SENCO.

SEND - special educational needs and/or disability



SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service – independent information and advice service for families with a child with SEND aged 0 – 25 and for young people up to age 25. (Previously known as the Parent Partnership Service (PPS).

SLT- Senior leadership team. This usually consists of a head teacher, a deputy head and other senior teachers with a leadership responsibility.

Social Story - a short book or film that share information, which is often through a description with pictures of the events occurring around the subject and also why.

Stakeholder - is a party that has an interest in a company or school and can either affect or be affected by it.

