

Inclusion Policy

Special Educational Needs and Disabilities & English as an Additional Language

Links:

Equal Opportunity Policy

Complaints Procedure

Disability Equality Scheme

School Accessibility Plan

Date Last Reviewed: **January 2024**

Next Review Date: **January 2026**

Audience: **Open**

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1. DEFINITION OF EDUCATIONAL INCLUSION

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

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

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

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated January 2015) and has been written in reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (Updated June 2014)
- Part 3 of the Children and Families Act 2014, which sets out schools'
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- Keeping Children Safe in Education (KCSIE) 2023
- Safeguarding and Child Protection Policy
- Teachers Standards (2012)

2. INTRODUCTION

At Newnham Junior School we are committed to providing an inclusive learning environment that encourages and challenges all pupils to maximise their potential to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

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

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

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

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

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

3. ADMISSION ARRANGEMENTS

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

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

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

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

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

The SEND Code of Practice 2014, (updated January 2015), underpins the following principle through;

Taking into account the views of children, young people and their families

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

4. OBJECTIVES:

- To ensure equality of provision for pupils with special educational needs and disabilities (SEND)
- To take into account Legislation and guidance related to SEN and Disabilities, including part 3 of the Children's and Families Act 2014, which sets out the 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 Coordinators (SENDCo's) and the SEND information report.
- To provide full access for all pupils to a broad, balanced and relevant curriculum.

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- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the pupil into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To promote effective partnership and involve outside agencies when appropriate.

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

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

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

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

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

5. SEN SUPPORT - The Graduated Approach (see Appendix 1)

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

SEND Identification, Assessment and Provision pathway

The 2015 Special Educational Needs and Disabilities Code of Practice for 0 to 25 states that:- "A pupil has SEND where their learning difficulties or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making Quality First Teaching" available to the whole class is likely to mean that fewer pupils will require such support".`

Procedures:

Concern

At Newnham Junior School we believe that early identification of a pupil's difficulty is essential so that necessary provision may be made to support the pupil's progress as soon as possible. When a class teacher or parent expresses a concern the discussion is logged

on our provision map. Adjustments are made to "in class" provision and teachers refer to the Ordinarily Available Provision document which contains practical suggestions on: Assessing and identifying needs, environmental support and adaptations and approaches as well as strategies that can be used in the classroom. The SENDCo is informed and will update the provision map if needed. The teacher monitors the pupil's progress over half a term and after further additional in-class support often the matter is resolved. If the need persists additional school support may be necessary, so the class teacher completes the SEND concern form and this is shared with the SENDCo.

School Support

Stage One:

The SENDCo will carry out an observation and make suggestions. The SENDCo will advise Class Teacher(s) on teaching/management strategies and inform them of available resources. Usually, the needs of pupils' on the SEND Support register will be met through structured support in class, supported by intervention strategies planned by class teachers supported by the SENDCo. SEND support is primarily delivered by class teachers, through adaptive teaching methods. Additional support is provided by the SENDCo. The SENDCo takes a leading role in seeking advice from other professionals/outside agencies when necessary to meet the pupil's needs. Following advice, the class teachers(s), teaching assistants implement the new strategies and progress is monitored over half a term (6-8) weeks. If the pupil is making progress they remain at Stage One.

Stage Two: At this point, and following further discussion with the teacher(s)/TA/Parents/Carers the pupil's name is entered on the SEND register. These pupils are given a Support Plan with SMART targets which are created with the pupil, containing their views on their strengths, preferred learning style and support needed. There are three support plan meetings per year with parents and carers to discuss progress being made towards the targets, to introduce new targets and to share their views. The class teachers' review progress towards the support plan targets and where appropriate targets may be reviewed more frequently. The SENDCo with external advice may accelerate progress by providing a "My Support Plan" or arrange a Team Around The Family (TAF) or a Joint School, Family Consultation (JSFC) or an Early Support Funding (ESF) application may be required. If the pupil is making progress they remain at Stage Two.

Stage Three:

Education and Health Care Plans (EHCPs)

When a pupil with SEND has significant needs that require even greater support, an EHCP is drawn up stating the Special Educational Provision to be made for that pupil. All adults working with the pupil liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies. Every EHCP is reviewed annually. At this review, the pupil's progress is considered in light of the targets set. The special provision made for the pupil is discussed and evaluated. If it is thought the EHCP should be maintained, new targets are agreed for the coming year. Parents/Carers attend the Annual Review and agree on next steps. The views of the pupil are always sought and recorded before the review.

6. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are in need of extra

support to access the curriculum fully. We believe that it is important to ensure that all pupils have access to the whole curriculum in order to raise standards of achievement. By establishing a positive sense of identity we can promote self-esteem and confidence.

6.1. Ethos

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

6.2. Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

6.3. Provision

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

7. LOOKED AFTER PUPILS (LAC)

Looked after children are supported by the designated Safeguarding lead. There are high expectations of attainment and achievement for all looked after children..

8. IMPLEMENTATION OF THE POLICY

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

9. STAFF ROLES AND RESPONSIBILITIES:

9.1. ROLE OF THE HEADTEACHER

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- The headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
- Analysis of the whole-school pupil progress tracking system

- Maintenance and analysis of a whole-school provision map for vulnerable learners (devolved to the SENDCo)
- Pupil progress meetings with individual teachers
- Regular meetings with the SENDCo

9.2. ROLE OF THE SENDCo

- The day-to-day operation of the Inclusion policy.
- Coordinating provision for pupils with SEND.
- Maintaining the school's Inclusion Register and overseeing the records for all pupils with SEND.
- Active participation in the strategic development of SEND.
- Liaison with all staff
- Teaching and observing students with special educational needs
- Managing, supporting and training Teaching Assistants (TAs)
- Contributing to the in-service training of staff.
- Liaison with external agencies, including the Educational Psychology Service and other support agencies.

9.3. GOVERNORS

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

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

9.4. PARENTS/CARERS

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

9.5. PUPILS

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

10. Further information

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

Outside Agencies assist the school when necessary and can be called on for support and advice. They may include Educational Psychology, SEND Language Advisory Teachers, Speech and Language Service, Occupational Therapy Service, Hillingdon Autistic Care and Support as well as the Behavioural Support Team. Involvement of outside agencies is arranged through the SENDCo.

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

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

Links:

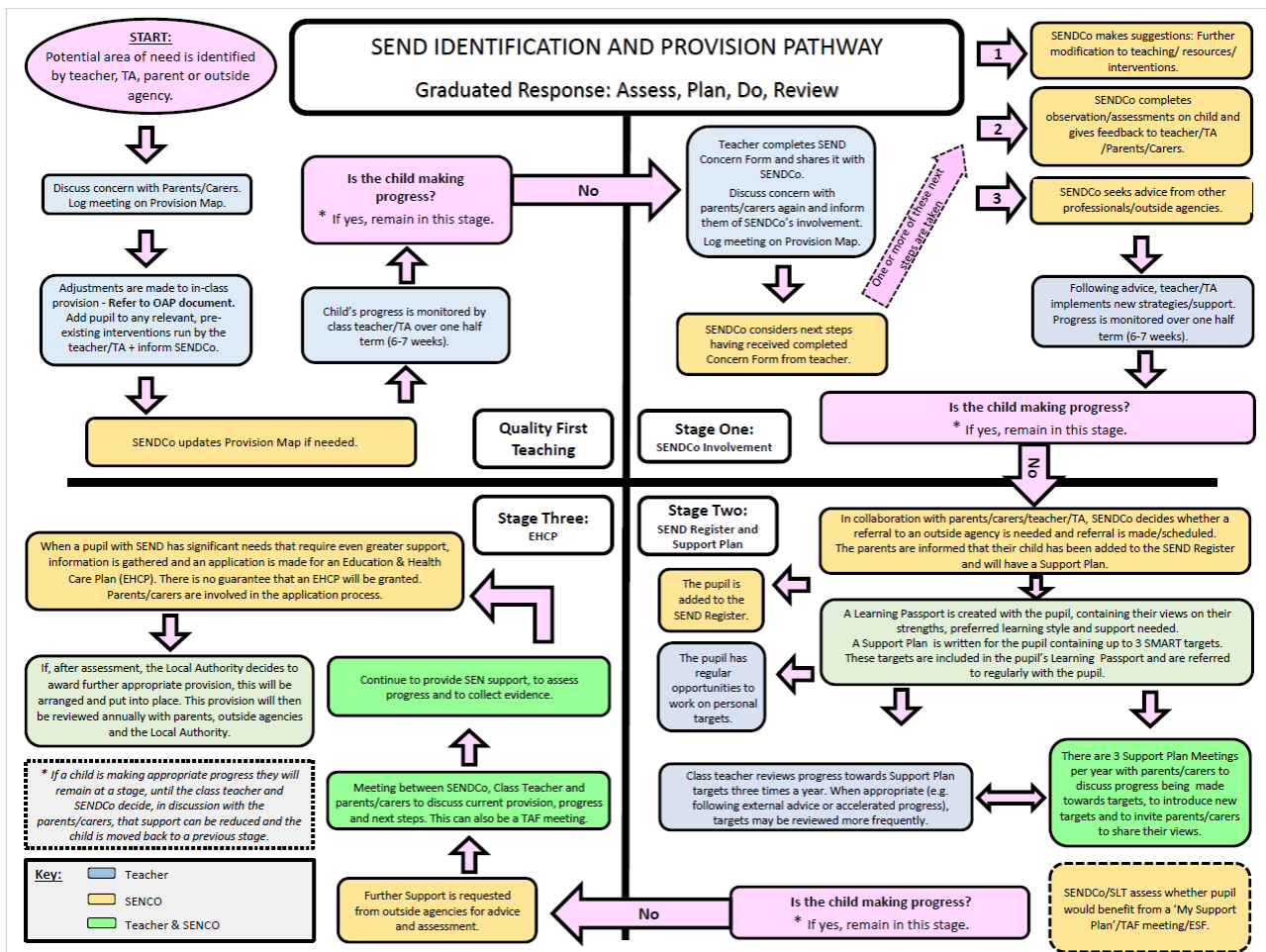
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11 Appendix 1 SEND IDENTIFICATION AND PROVISION PATHWAY



12. Appendix 2 SEND Categories

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

C&L – Cognition and Learning Difficulties. Moderate Learning Difficulties, characterised by low attainment across the curriculum.

SpLD – Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses.

SLCN - Speech, Language and Communication Need, where a child can have difficulty understanding language, expressing themselves and/or have difficulties with articulation.

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

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

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

Some pupils will fall into more than one category of SEND. Some children's needs may be severe enough to warrant an EHC Plan. Some pupils will exhibit one or more of such characteristics and yet not present learning difficulties. It is the teacher's professional judgement in consultation with colleagues, and his/her understanding and awareness of the individual, which is central to the special educational needs provision offered at Newnham Junior School.

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

13. Appendix 3: SEN Stages

In-House Action ('Record of Concern') - Please refer to the SEND Identification and Provision Pathway.

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

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

This consists of two levels of intervention:

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

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

2. Education, Health and Care Plan, EHCP

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

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

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

14. Appendix 4: Glossary of Terms

Annual review: the review of an EHC plan of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

Autistic Spectrum Condition (ASC): Autistic spectrum condition is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism. Pupils with autistic spectrum condition find it difficult to:

- Understand and use non-verbal and verbal communication
- Understand social behaviour — which affects their ability to interact with children and adults
- Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASC cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autistic spectrum condition may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autistic spectrum condition have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Carer: for the purpose of this Code, a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because he or she has to take care of the child (see the definition of Parent below). If so, he or she will have a role to play in the consideration of a child's special educational needs.

Child protection register: in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child

protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

Children 'in need': a child is deemed to be 'in need':

- If he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority
- if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority
- If he or she is disabled. (Section 17(10), Children Act 2010).

Disapplication: removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum. (See also Modification, below.)

Dyscalculia: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyslexia: Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Education Welfare Officer: person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance. Education Welfare Officers also carry out related functions such as negotiating alternative educational provision for excluded pupils. In some LEAs Education Welfare Officers are known as Education Social Workers.

Funding Authority: The FAS is responsible for calculating and paying grants to grant maintained and grant maintained special schools and has responsibilities for the provision of school places in areas where there are significant numbers of grant maintained schools.

Hearing Impairment (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. A number of pupils with a hearing impairment also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound.

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Some pupils with a significant loss, communicate through signs instead of, or as well as, speech.

Information Technology (IT): Information Technology: IT enables pupils to access areas of the curriculum such as using portable devices to type work in class. Web based programs also enhance learning by providing children with access to Interventions. Within the curriculum, pupils have access to software and hardware which enables them to fully access the learning.

Integration: educating children with special educational needs together with children without special educational needs in mainstream schools wherever possible, and ensuring that children with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Maintained school: for the purposes of this Code, any county school, grant maintained school, grant maintained special school, voluntary school or maintained special school.

Moderate Learning Difficulty (MLD): pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Modification: amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also **Disapplication**).

Multi-Sensory Impairment (MSI): Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Named LEA Officer: the person from the LEA who liaises with the parents over all the arrangements relating to statutory assessment and the making of an EHC plan. LEAs will inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child.

Named Person: the person whom the LEA must identify when sending the parents a final version of an EHC plan. The Named Person, who should usually be identified in cooperation with the parents, must be someone who can give the parents information and advice about their child's special educational needs. He or she may be appointed at the start of the assessment process and can then attend meetings with parents and encourage parental participation throughout that process. The Named Person should normally be independent of the LEA and may be someone from a voluntary organisation or parent partnership scheme.

Note in lieu: a note issued to the child's parents and school when, following a statutory assessment, the LEA decides not to make an EHC plan. The note should describe the child's special educational needs, explain why the LEA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, should also be sent to the child's school.

Non-maintained special school: schools in England approved by the Secretary of State as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Peripatetic teacher (or specialist, advisory, or support teacher): a teacher with specific expertise who travels from school to school and is employed by the LEA to give appropriate specialist advice and support to the child and the school. Often he or she will also teach children with special educational needs on a sessional basis, usually when an individual school does not justify the services of a full time teacher for the purpose.

Physical Disability (PD): There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs. (See [SEN Code of Practice](#) 2014). There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

Portage: a planned approach to home-based pre-school education for children with developmental delay, disabilities or any other special educational needs. Portage began in Portage, Wisconsin, USA, and there is now an extensive Portage network in the UK, which is overseen by the National Portage Association.

Profound and Multiple Learning Difficulty (PMLD): Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

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

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Responsible Person: the head teacher or the appropriate governor, that is the chair of the governing body unless the governing body has designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The responsible person must be informed by the LEA when they conclude that a pupil at a school has special educational needs. The responsible person must then ensure that all those who will teach the child know about his or her special educational needs.

SCEA: the Service Children's Education Authority. The SCEA oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.

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

SEND Coordinator: member of staff of a school who has responsibility for coordinating SEND provision within that school. In a small school the headteacher or deputy may take on this role. In larger schools there may be a SEND coordinating team.

SEN & Disability Tribunal (SENDIST): an independent tribunal set up by Act of Parliament for determining appeals by parents against local educational authority (LEA) about children's special educational needs, where parents cannot reach agreement with the LEA. SENDIST also considers parents' claims of disability discrimination in schools.

Severe Learning Difficulty (SLD): Pupils with severe learning difficulties have significant intellectual or cognitive impairments. These have a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use signs and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Transition Plan: a plan which should form part of the first annual review after the child's 14th birthday, and any subsequent annual review. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

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This document was approved and adopted by the governing body

Date

22nd Feb 2024

Chair of Governors

Tanya Huehns

Date	Status	Comments
2 nd May 2017	Updated	Agreed by Curriculum Committee. Dates updated. No changes.
31 st January 2019	Updated	Reviewed by SENdCo. Paragraph inserted into page 4 of the policy which refers to the provision of disabled children. SENdCo also updated throughout the policy along with SEND.
5 th March 2019	Updated	Names removed from policy, able, gifted and talented section removed and policy links added to front of policy.
18th January 2022	Updated	Relevant legislation added as a list and updated where relevant.
20/02/24	Updated	Section 5 - The Graduated Approach - changes made to the content to reflect recent school development of this process. Minor changes/updates made to other areas, e.g updating acronyms