



Hilton Primary Academy Special Educational Needs Information

Hilton Primary Academy provides a safe, caring and welcoming environment where everyone is valued as an individual. Through our engaging, fun and inspiring curriculum, we aim to equip all of our children with the life skills they need to realise and achieve their full potential in the 21st century world.

Our motto is...Enjoy...Achieve...Inspire...For life!

Hilton Primary Academy School – Ethos & Values

Hilton Primary Academy School is committed to working in partnership with parents/ carers, external agencies and Newcastle Local Authority to ensure the best outcomes for all of our pupils.

The intention of this document is to provide parents, carers and families with information regarding the support we have on offer for all our pupils, particularly those identified as having a special educational need or disability. We continue to monitor, update, modify and add to our knowledge and expertise in areas of SEN to effectively meet each individual pupils needs.

At Hilton Primary Academy we are an inclusive school who recognise that all children may, at some point, experience a variety of difficulties, be it long term or short term. There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

We ensure that any additional needs are quickly recognised and addressed accordingly. Parents/ carers knowledge and understanding of their child is very important to us and a valuable part of the identification process. They will always be fully informed of any concerns about their child's progress, as well as being encouraged to share with school any concerns they themselves may have.

We aim to remove any barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners who are able to face the future with resilience and ingenuity.

Through appropriate curricular provision, we respect and acknowledge that children have different educational and behavioural needs and aspirations; require different strategies for learning and participation; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences.

We want all of our children to feel that they are valued members of our school community.

When children are identified as having a Special Educational Need (SEN), we use individual action plans, bespoke timetables and resources, which help support their development, address areas of concern and aid progress. It is important to us that we can provide a full range of educational and pastoral support.

We are very lucky to have a Care & Guidance Team, which consists of a fully qualified Special Educational Needs and/or Disability Co-ordinator (SENDCO), Family Support Officer (FSO) and a level 4 care, guidance and support SEN teaching assistant (C&G SENTA). In addition, we work very closely with our Attendance and Welfare Officer, as well as a wide range of other professionals from various outside agencies. We also buy in to a counselling service (Kalmer counselling) and a significant amount of educational psychology time.

Our ultimate aim is to ensure that all pupils are supported to reach their full potential personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

Hilton Primary Academy School operates its SEN provision in line with Newcastle Local Authority's SEN and Disabilities policies and procedures. View '[Newcastle Local Offer](#)' here to access more information.

Parents can also contact their local [Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service](#) (formally known as **Parent Partnership Service**) for impartial information, advice and support in relation to their child's SEN and/or disability.

The **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** officer can be contacted on 0191 284 0480 or by email: Judith.lane@newcastle.gov.uk

School entitlement offer to pupil with additional needs

For all children at Hilton Primary Academy School who have an additional need:

All pupils at Hilton Academy have access to high quality teaching, through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner's needs and to promote pupil progress. This is achieved through;

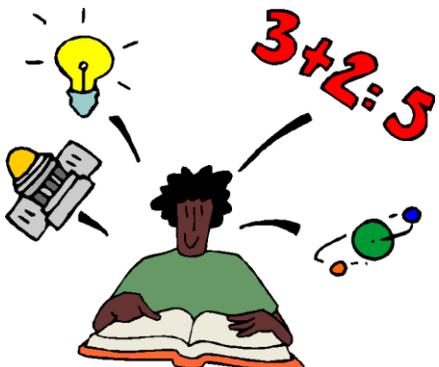
- Highly skilled, creative teachers and well-trained support staff who are dedicated to each pupils' academic, personal and social potential.
- Appropriate and varied learning challenges, which takes a multi-sensory approach to cover all learning styles. Links, where possible, are made to real life experiences.
- We work in partnership with parents and carers to meet the needs of individual pupils.
- We have a fully qualified SENDCO, FSO and Care & guidance TA who can provide advice and guidance to staff.
- We operate a graduated response based upon need; assess, plan, do, review
- We work together to ensure any difficulties are quickly identified and an effective plan is put in place. This can be a child friendly individual education plan (IEP) or an individual plan created using Thrive online.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of all pupil friendly individual and needs-based plans.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- Highly skilled, creative teachers and well trained support staff who are dedicated to your child's academic, personal and social potential.
- Support is offered to families and they are signposted to services and organisations, which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to secondary School.
- We liaise closely with secondary schools at transition times to ensure that SEN pupils' information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- Each class has a fully qualified teacher and access to a teaching assistant. Further support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that the pupils experience a wide range of visits and trips that are, as far as possible, accessible to all our SEN children.
- Teaching resources and intervention packages/ programmes are monitored and made available for all pupils.
- Lessons are as inclusive as possible and differentiated accordingly. Reflections and evaluations are considered to support the planning of every lesson. Appropriate learning challenges, which are differentiated through: extending or reducing challenges, varying the amount of adult or peer support given to complete the challenge, delivered to suit learning style – looking/ sight (visual), doing/practical (kinaesthetic), spoken (oral) or listening (auditory), different resources to help complete challenges and different outcomes of the challenge.
- Pupil progress meetings are held termly to ensure that all pupils including those with a SEN are making appropriate progress and to identify any who are not so appropriate provision can be planned.
- Regular reviews are held for children who have a special educational and/ or disability need.

For pupils with a higher level of need, a statement of SEN or an Education Health and Care Plan (EHCP)

- Detailed planning and monitoring of progress
- Individualised programmes of work
- Annual reviews of statements of SEN or an EHCP with updated recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

Specific provision is also provided for the different areas of need. The table below explains the detail of this support.

Type of SEN	Support provided in school
<p data-bbox="191 222 613 254">Communication and Interaction</p> <p data-bbox="151 300 654 407">Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</p>  <p data-bbox="118 909 565 940">Your child may need support with:</p> <ul data-bbox="167 947 630 1171" style="list-style-type: none"> • Attention and listening skills • Understanding language • Using language • Speech sounds • Interacting with others in groups • Speaking fluently 	<ul data-bbox="764 222 1479 1959" style="list-style-type: none"> • Recent opening of our 2 year old provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs. • Access to a variety of professionals to provide assessment, expertise and advice on how best to support each individual – Educational psychology, SENTASS, Speech, Language and Communication team. • Teaching assistants who have specific training in delivering speech & language support, which is continuously developed through liaising regularly with Speech and language Therapists. Extra blocks of speech and language intervention are often possible through the schools link with Newcastle Speech and Language team, where final year students work in to Hilton to provide further support. • Regular reviews with parents, staff and specialists to share information and ensure a supportive and consistent approach • Individualised visual prompts for attention and listening skills, classroom organisation and daily activities. • Visual timetables and Now & Then boards, according to need, to ensure children are supported in relation to the structure of the day; what is happening where, when and who with. It aims to promote independence, reduce anxiety, increase confidence, and build upon pupil’s strengths as a visual learner, desire for routine, predictability and organization. • Makaton (EYFS) • Multi-sensory approach to learning challenges • I pads and other ICT equipment to reduce barriers to learning where possible. • Practical equipment for hands on learning and exploration – particularly for Maths and Science. • Sand timers, ear defenders, individual carpet spots, fiddle toys and other resources to support a range of sensory needs and difficulties. • Photographs, word banks and other visual resources • Visual prompts for identifying facial expressions and emotions • ‘Toolkits’ to support self-help strategies for situations pupils may find difficult • Information Carrying Word tasks to support receptive language • Innovative and creative curriculum & teaching – topic led • A variety of teaching and learning rooms, including areas of low/ distraction/ stimulus, Thrive room, Speech & language support room, Pathways etc. • Support/ supervision provided for unstructured times of the day e.g. break, lunchtimes and transitions • Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas. • Social Stories to help children manage a range of social situations successfully • Small intervention groups focusing on friendship, social skills

	<p>and self-esteem e.g. 'Friends for Life'</p> <ul style="list-style-type: none"> • Strategies/ programmes to support speech, language and communication development – some provided by SENTASS or Speech & Language services. • Targeted provision for supporting speech sound production. • Box time • Reward systems to promote learning and enhance self-esteem. • Support is offered to families and they are signposted to services/ organisations, which may offer support/ advice where appropriate, via the Local Offer. • Support for developing understanding and use of new vocabulary. Pre-teaching vocab/key facts support • Recordable devices for sequencing and memory • BLAST (Boosting Language Auditory Skills and Talking) intervention programme for Nursery and Reception
Type of SEN	Support provided in school
<p>Cognition and Learning Needs Moderate Learning Difficulties (MLD)</p> <ul style="list-style-type: none"> • Learning new vocabulary and concepts • Reading and spelling • Memory • Number and calculations • General learning <p>Specific Learning Difficulties (SpLD)</p> <ul style="list-style-type: none"> • Dyslexia • Dyspraxia • Dyscalculia <p>ADD/ADHD Downs Syndrome</p> 	<p>A range of interventions, strategies and resources, as outlined below, are planned accordingly to support access to the curriculum and to develop the skills for independent learning, for all pupils.</p> <ul style="list-style-type: none"> • Early identification of needs through a graduated approach to teaching and learning. • Recent opening of our 2 year old provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs. • Interventions and strategies are put in place to promote and develop literacy and numeracy skills, knowledge and understanding. • 1:1 and/ or Small group work with adult support if and when needed, which is reviewed regularly for effectiveness. • Reduced class/ group sizes for literacy and numeracy teaching for lower achievers. <p>Dyslexia & reading/ writing/ phonological difficulties;</p> <ul style="list-style-type: none"> • Strategies and resources to support dyslexic pupils – e.g. additional processing/ thinking time for responding to questions, completing tasks, sharing ideas, use of coloured overlays, slope boards, pencil grips, word banks, alphabet arc, strategic seating, font size, paper colour • Targeted intervention programmes to improve skills in a variety of areas; • Sound linkage • Nussy/ lexia • Toe by toe • Two of our Teaching Assistants has achieved a level 3 qualification in dyslexia. • Visual support for learning new words • Support for sequencing skills • Recordable devices to support memory for writing • Daily reading and daily phonics • Numicon intervention Early Years & KS1 • Read, Write Inc



- Fresh Start intervention Yr 4/5/6
- Technologies to support class work – ICT where it may help to reduce barriers to learning
- Specialist agency support such as SENTASS and Educational psychology to ensure any barriers to success are fully identified and responded to. Physical resources or aids are used where appropriate.
- Exam Access arrangements
- Reading buddies
- Advice and training for staff attending various CPD courses and from specific specialists.
- Parental involvement and support to include the family in the whole process. We assess pupils regularly and report progress to parents and staff – termly reviews held accordingly, with parents encouraged to keep in touch/ make appointments as regularly as needed.
- Homework club is available every Friday to offer support for the children.
- Pupils with English as an Additional Language (EAL) are given curriculum support to ensure they are able to access all areas of learning, which is planned by each class teacher.

Type of SEN

Social, Emotional and Mental Health Needs

Mental Health Condition
Social Difficulties
Emotional Difficulties



Your child may need support with:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside of schools
- Disorders such as; Autism, ADHD/ADD, Attachment Disorder, Oppositional Defiance Disorder (ODD)

Support provided in school

- Recent opening of our 2 year old provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs.
- A Care & Guidance team, which consists of Special Educational Needs Coordinator (SENCO), Family Support Officer and level 4 SEN TA. Effective pastoral care is provided for individual pupils, including Kalmer counselling, Thrive and our developing Pathways provision.
- Thrive Approach – online assessment of emotional readiness to learn. Whole school approach using emotional language and strategies to support pupil’s social and emotional development. Individual action plans created for each individual pupil who may be experiencing some difficulties.
- Whole class Thrive assessments are used to complement and direct our schools PSHCE lessons to create bespoke and effective planning for the whole school as well as individual planning.
- PSHCE lessons using the SEALs programme (Social, Emotional, Aspects of Learning)
- At Hilton we provide a broad and creative curriculum, where the children are encouraged to follow their own interests and lead the learning. A range of visitors, visits and trips are arranged regularly to enhance the experiences of all pupils.
- Where appropriate, we provide a different approach to the curriculum, to support pupils with social, emotional and behavioural needs – Pathways.
- ‘Pathways’ - alternative provision for pupil’s who are experiencing difficulties accessing learning due to social, emotional and mental health difficulties. The amount of time pupil’s access Pathways provision varies depending on need; could be 1 x ½ hour per week, to daily intervention. ‘Pathways’ includes elements of; Thrive, 1:1 work, drawing and talking, Kalmer Counselling, drama, digital woods, creative work, invention shed. Access to Pathways provision



allows us to effectively assess and support pupils experiencing social, emotional and mental health difficulties, with the aim of successfully remaining in mainstream or identifying an alternative, appropriate provision.

- Our behaviour management systems are based on positive and preventative reinforcement, where all our pupils are valued and made to feel special just for being them.
- Pupils are encouraged to make positive decisions in regards to behavioural choices.
- A behaviour policy, which identifies our whole school approach to managing behaviour, including reasonable adjustments/ changes that can be made to reduce fixed and permanent exclusions.
- A variety of positive reward systems and clear expectations are set according to age and individual class needs.
- Continuous training to increase staff knowledge and expertise to aid in the early identification of social, emotional and mental health problems, which ensures that they receive appropriate interventions at a sufficiently early age.
- The promotion of pupils emotional wellbeing to support pupils to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults through;
- Encouraging good physical health, eating a balanced diet and getting regular exercise – we have a carefully planned and effective PE curriculum led by Mr Heath, who is highly experienced and skilled, and offers a broad variety of class, individual and whole school opportunities to participate in a wide variety of activities and sports. All children have the opportunity to represent the school at least once a year.
- Providing opportunities for all pupils to partake in free and creative play, indoors and outdoors.
- A Family Support Officer (FSO) – Louise Chisman. Mrs Chisman supports families and helps to ensure our pupils and parents feel safe, secure and supported. She has a vast amount of experience and knowledge and is able to signpost families to services/ organisations, which may offer support/ advice where appropriate, via the local offer.
- We liaise with other professionals through timely referrals to services such as Children and Young Persons Services (CYPS), Educational Psychology (EP), Children’s Social Care (CSC), school health, doctors and paediatricians.
- All staff receives advice and training from specialists.
- We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.
- We use small-group targeted programmes to improve social skills and emotional resilience.
- Individual plans are created to support individual vulnerable pupils. These are reviewed regularly to ensure progress is being made.

Type of SEN

Sensory and Physical Needs
 Hearing/Visual Impairment
 Physical Disabilities
 Multi- Sensory Impairment
 Medical Needs

Support provided in school

- Recent opening of our 2 year old provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs.
- Individualised resources to support vision and hearing within class.



Your child may need support with:

- Vision
- Hearing
- Gross-motor co-ordination
- Fine-motor co-ordination
- Medical conditions such as epilepsy, diabetes
- Conditions such as dyspraxia, Autistic Spectrum Disorder



- PE in school follows a tailored curriculum, which involves all children from nursery to year 6. Adjustments are made accordingly to be inclusive of all needs.
- Sports and other clubs are available daily for all pupils.
- Access to technology to enhance individual pupil's access to the curriculum
- Medical care plans – named member of staff responsible for administering medicines
- Individualised programmes to support fine and gross motor coordination provided by occupational therapy
- Exam and assessment access arrangements.
- Specialist input from services within SENTASS, Newcastle Children's Vision Team and Hearing Impairment Team – advice, support and training for staff.
- We provide support and aids to ensure access to the curriculum and develop independent learning
- Staff work with specialists from outside the school during relevant training and professional development to support children with a range of significant medical needs and sensory and/or physical needs
- Physical aids and resources where necessary or advised by specialists e.g. posture cushions, pencil grips, spring scissors, therapy putty
- We make every effort to be as accessible as possible, for example, disabled toilet facilities, stair lift (see Accessibility Plan)
- Staff understand and follow the medicine administration policy. Designated first aid training is provided
- Additional handwriting support through targeted intervention programmes e.g. Teodorescu. Write from the start
- 1:1 and small group support for gross and fine motor skills in the classroom as and when required – sessions such as dough disco
- Alternative ways of recording ideas/ writing/ investigations
- Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children
- We offer support to families and we signpost them to services/ organisations, which offer support/ advice where appropriate, via the Local Offer

If you have any concerns about your child's educational needs (SEN), progress or provision we encourage you to come into school and discuss matters further with your child's class teacher or the school Special Educational Needs Coordinator (SENCO). Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Other useful documents such as our SEN and Inclusion policy are available on the school website www.hiltonprimaryacademy.org.uk If you would like further information about what Hilton Primary Academy can offer, then please do not hesitate to contact Mrs Loise Annal the SENCO directly on: 0191 2869297 or e-mail: loise.annal@hiltonacademy.org

L. Annal

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Helpful web sites

- Children and Families act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Education Healthcare Plan
<http://www.ehplan.co.uk>
- Extended glossary of terms:
<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>
- National Autistic Society

www.autism.org.uk

- Parent Partnerships Newcastle upon Tyne

www.parentpartnership.org.uk

- SEND Code of Practice

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

- Visual Impairment, Newcastle City Council

www.newcastle.gov.uk/.../visual-impairment

Glossary of terms

Assessment is a process over time that identifies strengths, weaknesses and needs across all areas of a child's or young person's life and involves both parent carers and practitioners.

Autistic Spectrum Condition

The spectrum of autism covers a range of disabilities from classic autism to Asperger's Syndrome. Autism is recognised from a variety and clear pattern of behaviours. These behaviours are common to the whole population and we could all be described as having features of autism. Some of us for example, may always follow a set routine in the morning while others may dislike large crowds of people. An Autistic Spectrum Condition diagnosis is given however when there is a pattern of behaviours showing significant and persistent impairments in the three areas of communication, social interaction and rigidity of behaviour and thinking. Individuals with ASC will vary significantly according to their personalities, general level of intelligence, the degree of the impairment in the three areas and any additional learning difficulties. The combination of these elements will affect how the pupil learns, how the environment needs to be organised and the pupils' general functioning.

(ASD)

Autistic Spectrum Disorder

Autism is a complex neurodevelopmental disorder, marked by multiple symptoms that include atypicalities in: -social interactions (ie people with autism would often find it difficult to understand others' mental states and emotions, and respond accordingly) -verbal and non-verbal communication -repetitive behaviour (ie people with autism might repeat certain words or actions over and over, usually in a rigid rule-governed manner). There is a wide variability in the degree to which these symptoms manifest themselves, leading to the use of the term 'autism spectrum disorders' (ASD).

Carer

For the purpose of the SEND Code of Practice, a carer is a person named by a local authority to care for a child for whom the social services department has a parental responsibility.

Centiles

Educational Psychologists and Speech & Language Therapists may refer to centiles. These describe how your child functions compared to 100 children. If they are on the 75th centile, 74 children out of a hundred would have more difficulties than them, and 25 children would have fewer difficulties than them. It is a benchmark from which progress can be measured.

Clinical Psychologist

A clinical psychologist can offer advice on eating, toileting and behavioural difficulties. Parents may also find it helpful to talk to them about how their child's difficulties impact on the daily life of the whole family.

CYPS

Child and Young People's Services

Child and adolescent services which provide assessment, treatment and care when a child or young person experiences continued emotional or behavioural difficulties which impact on their mental health and wellbeing.

DFE

Department for Education.

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.

Early Intervention

This is the process of intervening when a child or young person first shows signs of having difficulties. The aim is to ensure that help is received as soon as possible, to prevent any difficulties escalating.

The role of Educational Psychologists

Educational Psychologists (EPs) bring a specialised perspective to working with children. They are concerned with children's learning and development and they aim to bring about positive change for children. They have skills in a range of psychological and educational assessment techniques and in different methods of helping children and young people who are experiencing difficulties in learning, behaviour or social adjustment.

EHC Plan

A single Education, Health and Care Plan to be used from birth to 25 years of age. EHCP It is a Statutory Assessment.

This is the formal process whereby the Local Authority assesses a child's Special Educational Needs and / or Disabilities (SEND) and may result in a Statement of SEND being drawn up. This is a legal document which details a pupil's Special Educational Needs and the provision required to meet those needs.

Inclusion

Inclusion is a term which ensures equal learning opportunities for all children and young people.

Key Worker

The key worker coordinates the assessment, planning and provision for the child or young person and their family. The key worker helps to maintain relationships between the family and practitioners and helps the family through the process. The key worker is a consistent presence for the child or young person and their family.

LA

Local Authority.

LAC – Looked After Children

The term used to describe a child in local authority care or in social accommodation for more than 24 hours.

Multi-agency

Multi-agency working is a true partnership between workers from two or more (normally statutory) agencies based on common goals and strategic vision. Multi-agency working means that parent carers, children and young people are offered appropriate support in all areas of their life where this is needed.

Multi-Agency Team around the Family Meeting

A meeting, which brings together parents and professionals, from a range of different services and agencies, to help and support an individual child or young person and their family.

Multi- disciplinary

Multi-disciplinary working is where practitioners from different professional backgrounds work together in an integrated way.

Planning

Planning is a process where parent carers and practitioners come together to agree how their desired outcomes for the child or young person and the family can be achieved.

Personal Budget

A personal budget is the amount of funding available to meet the desired outcomes set out in the single plan for an individual child or young person. It will enable the child and their family to make choices to suit their particular circumstances about the way the outcomes are achieved. The personal budget can be held by the parent carers through a direct payment, held on their behalf by an agency or other organisation or a combination of these.

Parent/ Carer Participation

Parent /carer participation is welcoming parent carers to the strategic decision making process as full partners from the start.

Practitioner

A practitioner is someone who is employed by an agency to work with children and young people with special educational needs or disabilities and their families.

Parent Partnership Service (PPS)

The Parent Partnership Service exists to give confidential, impartial help and support to parents and carers who have a child aged 0-19 who needs extra help with pre-school or school education. This might be because the child or young person: is disabled, has a learning difficulty, has a social, emotional or behavioural difficulty or finds it more difficult to learn than other children the same age

PRU – Pupil Referral Unit

Pupil Referral Units are centres for children who are not able to attend mainstream or special schools.

SEND

Special Educational Needs and Disabilities

Single Assessment

A single assessment process is one in which parent carers and practitioners pull together the range of assessment information and use this to identify their desired outcomes for the child or young person and their family. The single assessment process

will be the basis for the development of the single support plan. The single assessment process will cover all areas of need and all relevant agencies will contribute to it.

Single Plan

A single plan is one in which the parent carers and practitioners build on the single assessment process to set out their desired outcomes for the child or young person and their family. The plan will identify the agreed the priority of each of these outcomes and set out how they will be achieved. The single plan will cover the contribution of the family and all relevant agencies and set out clear responsibilities and accountabilities with timescales.

SEN - Special Educational Need

A learning difficulty or disability, which makes it more difficult for a child to learn, or access education, than for most children in the same age group.

SENCO - Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator is responsible for coordinating special educational provision within mainstream schools.

Transition

Transition is a change in a child's or young person's life where some or all of their support is undertaken by new services or other practitioners. This will include the transition between stages of education and the move from children to adult services.

Transition Plan

This is a plan for a young person who already has a Statement of SEN, which looks at their future education, training and support after the age of 16.