

St Mark's CE Primary School SEND Information Report 2023-2024
Contributing to the Brighton & Hove Local Authority Local Offer

Please read the information below in conjunction with the LA Local Offer, which can be found at <https://www.stmarks.brighton-hove.sch.uk/information/statutory-information>

School Mission Statement

We are St Mark's, a proudly Christian learning community. We believe we all learn together; pupils, staff, and families.

Our Vision is

- ★ To unlock every child's individual talent, so that all can flourish
- ★ To nurture resilient, curious, enthusiastic and independent learners
- ★ Excellence through enjoyable learning experiences
- ★ Strong relationships with our families and community
- ★ To embody our HERO values of Hope, Energy, Resilience and Optimism

We are a school where every person is a valued member of our community. Our school motto is "**Let Your Light Shine**" **Matthew 5:16**.

This motto was achieved by consulting with the whole school community. We believe in personal growth. Each and every one of us in our learning community should try our hardest to be the best individual we can be. We all have unique talents and, indeed Light, inside us. We believe if you have the determination and the support of the skilled teachers and support staff, that you can achieve your future dreams and aspirations successfully. At St Mark's, we will help you find your personal light and set it ablaze.

To help articulate how we can achieve this, we developed our **HERO** values. These underpin our Christian ethos and were selected to reflect it.

Hope- The God of Hope gives us confidence in our learning

Energy – God's spirit gives us the energy to do our best in all things

Resilience – God's love gives us the strength to take risks

Optimism – Through Jesus, the light of the world, we have faith in our success

We are committed to fostering high expectations and developing the full potential of each individual so that they may become compassionate, independent, lifelong learners. During their time with us, we want our children to grow their energy and resilience to take risks with their learning, and with self belief, to let their light shine throughout their lives.

Our Commitment to you is that as part of our community you should feel

- That others have high expectations of you and will support you to successfully achieve your aspirations
- Respected and valued as an individual
- Able to challenge yourself and others in a safe and supportive fashion
- Safe and cared for
- Enabled to learn new things
- Your achievements and successes are recognised and celebrated, in all spheres of school and community life

Introduction

Welcome to our SEN Information Report, which is part of the Brighton & Hove Local Offer for learners with Special Educational Needs and/or Disabilities (SEND).

St Mark's is proud to be an inclusive school, where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our pupils, including those with SEND. We work to support our pupils to make progress in their learning, their emotional and social development, and their independence, using our HERO values. We truly value 'whole child development'.

We aim to create a learning environment that is of high quality but we also actively work to support the learning and needs of all members of our community. Academic and personal challenge is important to us, but we recognize although high expectations will remain, outcomes must be realistic and achievable for all and that our route to success may be different for each of us.

Equality is not treating every pupil or parent/carer or member of staff the same but ensuring each of us have what we need to be successful. This is something we will strive for. It is also something the school seeks to educate our young people about; that equality and diversity are important values and respect, flexibility and adaptability are key to achieve these for all.

The kinds of SEND that are provided for at St Mark's

SEN needs and provision nationally, is considered to fall under four main areas:

- **Communication and interaction** – for example, Speech, Language & Communication needs; Autism spectrum conditions
- **Cognition and Learning** – for example, MLD, SpLD's such as Dyslexia
- **Social, emotional and mental health** – for example withdrawn or isolated behaviours, dysregulated behaviours, ADHD/ADD, Attachment needs, anxiety, depression, significant self-harming or other issues affecting wellbeing to a significant level.
- **Sensory and/or physical** – for example, visual needs, hearing needs, physical needs, sensory needs, developmental coordination needs, cerebral visual impairment (CVI).

Within St Mark's we successfully provide for a wide range of these needs, just like other Mainstream schools. We are a Just Right trained school and also Attachment friendly. Further details on our provision can be found in our local offer (see link above). Full details of our policy and approach can be found on our school website in our SEN Policy.

Should you find you need more personalised information, additional bespoke consultation can be provided if these two avenues don't meet your needs or if you would simply prefer to speak to someone. Please follow the contact details at the bottom of this document.

For some of our more complex young people who want to join the school community, there may need to be an enhanced planning and adaptation process to ensure we can meet their needs. St Mark's will embrace this with a 'can do' attitude and look to work with other agencies and support services for their advice, as well as families and the young person, to help achieve successful integration to the school of their choice. We will endeavour to go as far as it is possible to go, given we are a single-form entry, mainstream school and some things (such as the size of the school building, some class sizes/setting arrangements and the number on role) are largely fixed.

We can be creative in our solutions for pupils with EHCPs to balance their individual needs. Through our access to a varied curriculum, inclusion in a mainstream setting and opportunities to help develop independence, we help overall child development.

We have small group teaching spaces with quieter, less stimulating environments for selected young people who require adaptations to meet sensory needs. There are staff with specialist skills to support this. The use of these resources are planned to meet the needs of cohorts, groups and individuals. We have sought advice on these from relevant professionals and specialists settings when required.

High quality teaching

St Mark's staff strive to provide high quality teaching to all of our pupils. Teachers prepare 'Schemes of Work' and lessons which support the learning and progress of all pupils through a variety of methods; through creative and innovative teaching techniques and through the use of a wide variety of resources.

Individual subject leads are responsible for developing aspects of the curriculum. Teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. This is known as differentiation. Such in-class differentiation may involve many adaptations and strategies, from mild to considerable changes, dependent upon the needs of the pupil.

The school SENCO provides advice and consultation to our staff in regard to a wide range of adaptations for including our learners. Training, modeling and differentiation support for staff and pupils are part of the SENCO's daily role. Taking advice from our linked professionals and helping our staff turn this into actionable classroom practice is a key area we feel we deliver well on.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns. SEND issues are part of this. In 2023-24, training and advice was provided for staff in the following areas :-

Communication and Interaction:

- Speech, language and communication needs
- Supporting Language in the classroom
- School Start, Talk boost interventions
- Assessment and target setting on Next Steps curriculum for pupils with complex needs by Hill park Special school Outreach team
- Positive behaviour support for complex needs
- Behaviour that challenges
- Ongoing Just Right Training and sensory processing and integration training
- New staff inductions on supporting Attachment needs and how our high expectation for learning policy supports pupils with emotional and behavioural needs from an attachment approach.
- Supporting Literacy needs – Development of Read Write Inc 1-1 programmes,
- Training on EDUKEY for recording provisions, passports and learning plans.
- Bespoke sessions on the needs of some of our most vulnerable learners for all their teaching and support staff.
- A sequence of coaching sessions on best practice in how to support pupils with additional needs effectively, encouraging independence, success and collaboration This has been a big focus for us over the last two years, and has linked to the whole school embracing 'academic coaching skills development' in a formal way.
- ABC meetings to offer consultations around individuals and groups behavior for learning, offering strategies, advice and coaching for attachment, regulation and behavior management

- Individual staff highlight areas of training for their continued professional development or support required to meet the needs of the current cohorts.

Next year we will continue the cycle of professional to include whole school, Support staff and individual training to supplement positive behavior strategies, ADHD, supporting SPLD writers, medical, CVI training, sensory integration and processing needs.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our pupils. Pupil Progress meetings are held between class-based teams and SLT every term to update and review pupils progress and attainment in core subjects. Staff are responsible for setting each pupil achievable yet challenging targets and having high expectations of progress.

The Senior Leadership Team (SLT) , which includes the SENCO, regularly check on the progress of pupils and raise a concern if pupils are not making expected progress. Pupils causing concern or requiring additional focus are identified, named and planned for with appropriate interventions and provisions – pupils with SEND may have adaptations made to their learning plans and provisions if required.

Sometimes this will lead to additional specialist assessment. It may also lead to additional interventions but not all interventions qualify as ‘special needs support’. It is important staff and parents understand the difference between academic underperformance and a special educational need. We will always explain this when we are putting interventions in place, so you are clear which avenue any intervention falls under.

Where issues may be identified with progress, some pupils are selected to attend intervention sessions with school staff such as Teaching Assistants or teachers. Our Learning Mentor and Home-School Partnership Manager may support a pupil with social, emotional or pastoral areas that may be affecting their readiness to learn and affecting their current progress. This may include work around issues such as attendance, motivation, regulation, wellbeing, friendship issues, developing resilience etc. These interventions are part of the school’s strategy to support pupils holistically, as a whole child, to reduce underperformance and are not always under the purview of Special Educational Needs.

There are a range of SEND related interventions for pupils who have an identified need or challenge. These are available in addition to or instead of Class-based interventions and mentoring, for pupils who need a more specialised approach. You can either ask to discuss these with the Senco or in most cases, the class teacher or the Senco will approach you as parent/carer to explain what individual adaptations your child will have.

To ensure all interventions are having an impact, these are rigorously tracked. Interventions can then be continued, refocused or ceased based on appropriate data. We use external information, such as the Education Endowment Foundation Guides to help us plan interventions that are both effective and value for money. These are also internally measured to ensure they are effective in our setting or whether additional development is required of resources and training.

We aim for all interventions to develop transferable skills for the pupils to use in their day to day learning. Whole school areas of development are planned from Quality First Teaching through to a 1-1 level so all children are encapsulated; it is a combined approach with progress prioritized for all.

SEND pupils access teaching at the most appropriate level and interventions are not seen as an 'add on'. For example, improving standards in Reading and phonics is driven through a Read Write Inc whole school approach. Our flexible groupings and 1-1 interventions are focussed on one aim:- enabling children to read and write but staff will take account of individual strengths and needs in how these are organised so that some pupils will be working on early skills and others at a more advanced level. To the pupils in the class though, everyone is developing their reading. Another example is the Maths Mastery Teaching progression developing QFT combined with same day interventions such as First Class@ number bespoke programmes and 1-1 precision teaching.

Identifying SEN(D)

Despite high quality class teaching, some pupils are unable to make age-related/expected progress and this could be for a variety of reasons, one of which is a special educational need.

At St Mark's School, staff use tracking data and knowledge of pupils to identify if they have a concern that there might be an undiagnosed special educational need. If this is the case they will raise that concern with the SENCO. The SENCO will then investigate further by a range of methods that could include but are not limited to

- liaising with parents/carers,
- gaining the views of the pupil,
- observations in the classroom and/or at social times,
- gathering more information about the pupil from other staff who teach or support them, including potentially revisiting Nursery providers for our younger learners, or liaising with previous schools where pupils have joined us from another establishment, to consult with the previous staff.
- carrying out additional assessments or screening tools to help focus in on areas that may need support and to prioritise consideration for any appropriate support services assessments if required
- seek advice and support with BHISS specialist teachers that work directly in schools for Literacy Development, SEMH, Speech, Language and ASD needs if needed
- referring the pupils to outside agency support for direct support or assessment through BHISS Specialist Teachers, Educational Psychologist, Wellbeing Service, CAMHS, SALT, Child Development Centre, School Nurse, Audiology, Family Support Services etc) if appropriate
- if an agency support has been sought, using this to inform future practice developments for the child, in line with the advice given and tracking the impact.
- We are, however aware of the lengthy waits for specific diagnoses, and that for many parents and carers this is a source of worry. While we cannot help with wait lists, we will take a pragmatic approach that if your child is evidencing a need on a regular basis, we won't wait to receive a formal diagnosis before we consider if reasonable adjustments need to be in place to support them. For example, if we see that your child is having sustained difficulties maintaining attention and we have referred for an ADHD assessment, we will agree with the class teacher and the pupil and family some interim strategies that may help while the diagnostic pathway is followed.

Once this information has been gathered, if a special educational need is suspected or diagnosed, a face-to-face, online or telephone consultation will be arranged with parents/carers, to discuss the pupil's needs and agree subsequent actions. Such pupils may or may not be placed on the SEN/D register, but will all be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is *‘where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support’*. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014.)

Pupils with SEN(D) will be placed on the school’s SEND register, which is accessible to all staff in school. Further full details can be found in our SEND Policy, which is fully compliant with the SEND Code of Practice.

Some pupils transitioning to St Mark’s are already diagnosed with a special educational need. As a school we are proactive and provide the previous schools opportunities to share information by completing an additional needs checklist, conducting a screening call by the office to the school and direct communications with the SENCO or SLT when required. New parents/carers and pupils attend an induction meeting with the Headteacher who completes a ‘New starter checklist’ to share with staff and plan transition into St Marks.

In the Summer term, pupils with SEND are prioritized for additional transition meetings and arrangements not just internally as they move year groups but when transferring to secondary school or transferring in to St Marks from Nursery providers.

Supporting SEN(D) pupils

Where a pupil is diagnosed with a special educational need, support will be put in place to help them make progress. We have a wide range of potential support offers and try to be as bespoke as possible. Our interventions are definitely individually focused. Such support will involve:

- further differentiation to High Quality First Teaching by relevant teachers in class. The class teacher remains the primary holder of responsibility for meeting the needs of all the children in their class
- advice to teachers from the SENCO on a pupil’s need(s) and help over which strategies are recommended to be implemented

For some pupils, it may also involve one or more of the following, although this is not an exhaustive list:-

- one-to-one or small group targeted intervention
- sensitively designed awareness-raising sessions for the individual pupil, in respect of their own needs
- sessions with a Learning Mentor or a Teaching Assistant
- in-class support
- referrals to outside agencies.
- Additional training and support to teachers either by the SENCO or external professionals, as

appropriate

Interventions may involve bespoke packages or a programme developed specifically for that pupil or group of pupils. Current interventions include but are also supplemented on other professionals advice :-

- Phonics and spelling interventions (Read Write Inc, SNIP)
- Reading interventions such as Ruth Miskin RWInc, Project Code X, Talisman, Fresh start
- Writing interventions to include pupil conferencing, guided and scaffolded writing
- Comprehension interventions such as Inference Training Programme, Reading for Meaning, Black Sheep, Rising Stars
- Maths or Numeracy Interventions of First Class @ Number, Success @Arithmetic, and Same day intervention
- Social Skills interventions (such as Talk about, Socially Speaking, Circle of Friends)
- Emotional literacy and Resilience Boxhall profiling, Emotional coaching, Self esteem or Anger Management programmes, Safety net)
- Speech sounds and articulation support such as School Start Sound Awareness, Cued articulation, Specific individualised programmes
- Attention and Listening programmes that include, Ocean small group intervention Attention autism, Barriers games with scaffolded instructions, Comprehension Monitoring
- Language Development: Colourful Semantics colour coded sentence structure programme, School Start Language, Talk Boost KS1 and 2, Rec.KS1 and KS2 Narrative skills programmes, and Vocabulary Support in the classroom, Specific vocabulary teaching, Makaton, Barrier games
- Memory skills and organizational support (such as visual timetables, First Next Last/Now and Next, Black Sheep Memory intervention).
- Just Right Programme for self-regulation support (such as individualised plans, sensory tools and resources, diets, rest breaks, movement breaks and an agreed regulation protocol bespoke to each child)
- Fine Motor Skills programmes such as Busy Hands, Disco Dough and Handwriting programmes such as Speed up Handwriting, Write Dance. Typing tutors such as BBC Dance mat and Doorway.
- Gross Motor skills, coordination and sensory needs through combined Sensory circuits, Jump Ahead
- For complex needs students we are using the Next Steps goals from Hill Park Outreach to bespoke tailor made plans and targets for individuals to make small stepped progress across the 4 areas of the code of practice

Interventions follow a monitoring cycle involving: *assess-plan-do-review*. Where an intervention with a pupil is not found to be effective, the school will endeavour to find out why and put in place a more effective alternative. We have regard to the Education Endowment Foundation's excellent publications in regard to the most effective interventions available, and also to ensuring we are achieving best use of public money. We also take advice from our linked professionals in BHISS (Brighton & Hove Inclusion Support Service).

Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme. We also take note of feedback from our pupils, as their engagement with our support offer is critical. For example, we responded to pupils whose personal timetables required a balance of time in interventions outside of their Core subjects. This has been addressed by prioritizing interventions per half term, using short sections of QFT lessons to differentiate

and deliver their tailored programmes and increase their enjoyment tailored to their need. Morning and afternoon sessions of Special Box time have been introduced as a working goal for pupils with intense specialist interests.

In addition, we wanted to develop the strengths and areas of interest for pupils with EHCP's. We have incorporated a variety of packages including learning a musical instrument, forest school sessions, gardening, art for a purpose and cycling tuition into their curriculum packages to develop wider talents.

Some pupils receive technology support, such as the use of a laptop or tablet or other specialist equipment such as sensory aides and specialist seating arrangements. There are a number of tablets and laptops available for the children to use, however if a pupil required a specific piece of essential equipment, the SENCO will apply to either the school governors and Diocese or the LA for such equipment.

Pupils with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; this is currently supplied by the Sensory Needs Service. The cost of the loan is paid by the school but parents/carers and the young person are expected to comply with care of the loaned equipment. The cost of replacing such items is significant and as such, school is unlikely to meet the cost of this if the item has been willfully neglected or abused.

Parents/Carers of pupils with SEN will have regular communications and meetings with school staff to discuss their child's progress, support needs and any concerns they may have. These follow a similar cycle to whole school parent's evenings but with selected pupils whose needs evolve more quickly having an enhanced level of meeting schedule, which may also include the SENCO.

All parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern. We strive to be available as soon as possible and all senior staff undertake 'Gate Duty' through the week, enabling parents or carers to informally access us, if required. Sometimes, issues can be appropriately discussed and solved in this forum but often it will be a time to gain assurance that a formal meeting will be arranged at a more appropriate time and location.

Arrangements for consulting young people with SEND and involving them in their education:

Children with an EHCP plan contribute to the annual review process and are invited to attend meetings where they can have their say. Some children find this situation too challenging and so they are offered the opportunity to have their say with a trusted member of staff before meetings and their views represented via a written submission read on their behalf or even via a video clip. Another alternative is to attend only the portions of the meeting they feel comfortable with.

We have put in place a child-friendly on-line questionnaire to help pupils reflect on what works for them and what they would like to change. Pupils are supported to complete this and it ensures their voice is central to our reviews.

Parents and children are invited to review SEN needs alongside the child's wellbeing, progress and attainment in a carefully managed holistic manner. They can discuss their current provision and recommend any adaptations to the SEN information the senco shares with staff. We have also developed an SEN/D specific parent questionnaire that can be accessed via your phone. We share this with parents who are due to have an EHCP Annual Review and with those whose children may be undergoing an EHCNA. We recognize that the current forms for this can be hard to negotiate if you have literacy needs and using your phone means you can have the questions read to you if needs be. Also we realise many of our parents find it hard to take time off work for meetings, so completing a

questionnaire beforehand and submitting this to the school can reduce our meeting time, or even mean we can meet online or via the phone, to save travel time.

The staff team are always available to speak to young people and many informal discussions that contribute to the evaluation of provision take place on a daily basis. In many cases the concern may be outside of the remit of SEN/D alone but the staff are able to advocate strongly for young people (or their families) who may find it overwhelming to do this for themselves.

In addition, school staff have received recent training in the new Local Authority child-centred Annual Review Procedures and Meetings. This has enabled meeting to become more user friendly for pupils and parents.

Arrangements for supporting children and young people who are looked after by the local authority and have SEND:

In addition to all the support mechanisms outlined above, young people who are looked after by the local authority have an additional specific 'in-school advocate'. This role is usually conducted by our Home Partnership Manager or a member of the Senior Leadership Team.

They would be involved in close liaison with the pupil's teacher and vice versa. The key staff will attend any necessary meetings and feedback to other staff when needed. If a looked after child is evidencing a need for intervention or assessment, the SENCO will make all reasonable efforts to expedite this and inform all services of the LAC status.

We recognise that many young people who are in care or who have been adopted may have experienced fractured schooling. Sometimes this is as a result of frequent school moves, or sometimes because the emotional impact of their experiences has limited their available focus for schooling and education. None of us focus well when we are frightened or anxious about our futures. We will therefore ensure we closely monitor our children who have experienced adverse childhood events (ACEs) such as being placed into care and will make every possible effort to expedite their access to assessments, interventions and wraparound care.

We are fully aware that there are nationally reported levels of delay in access to timely SEN assessment for children in the Care system and will take all possible steps to ensure this does not happen at St Mark's. Equally we understand that thorough and accurate educational assessment is often ill-advised when a child is in an active period of struggling emotionally. We will strive for a balance, for the good of the child and timely access to the right support.

Additionally the SENCO runs Attachment Needs training for all new staff joining the school and this is revisited with longer serving staff to insure they can adapt their practice to support not just our looked after children but any young people who are evidencing an attachment need. We expect our staff to be able to differentiate for emotional needs just as they would for learning ones. We have 3 staff members who are Lead Professionals for attachment and most staff have attended the LA Attachment aware/Secure based model training. Attachment theory is embedded in our Behaviour –Holding the boundaries through relationship and Learning Policies to ensure pupils are held in mind, respectful relationship fostered and coached through each and every day.

Education, Health and Care Plans

Where a pupil with SEN is failing to make progress, despite high quality teaching and intervention through their SEN support, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered.

Pupils with SEN who have Education, Health and Care Plans will receive a higher level of support than other pupils at 'K' or 'School Support' and such support is co-ordinated by the SENCO.

Education, Health and Care Plans will be reviewed regularly, at least once per year, with the parent/carer, pupil and appropriate outside agencies. The LA casework officer is also invited to attend and will usually do so when there may be a need to significantly adapt the plan or consider formal changes to provision. They also usually attend Transition Reviews, where the pupil is preparing to move to Secondary age provision.

Should you and/or the school wish to apply for an EHCP, Parents, the Local Authority, the school and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

It is ***strongly advised*** that parents/carers who wish to consider applying for an EHCP book a meeting with the SENCO to discuss this, in advance of making an individual application to the LA. Timing is often key with such applications and sometimes, acquiring specific pieces of evidence or assessments will be more likely to make the application successful. The school may be able to help you with this and provide advice.

In the unlikely event that a parent or carer feels the need to proceed with a request for Statutory Assessment without speaking to the school first, we would advise a consultation with the independent SEN/D advice agency AMAZE or the SEN Caseworker for the school based in the LA SEND Team. Their details can be found at the end of this document.

Working with outside agencies

Where a pupil with SEN is not making progress and St Mark's feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a pupil to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such pupils, using their support and advice to adapt our provision, if necessary and reasonable. A list of agencies is appended to this document.

We have contact with the Educational Psychology Service, the Virtual School for Children in Care, Child and Adolescent Mental Health Services (CAMHS) and BHISS which encompasses the Sensory Needs Support Service, Speech and Language Therapy, Literacy Support Service and the ASC support service as well as Educational Psychology. We also work with Seaside View Child Development Centre, the School Nursing team, Occupational Health, Physiotherapy and Social Care. More infrequently we also work with specialists from Hospitals such as Great Ormond Street, the Evelina and Royal Alex.

We also give the appropriate consideration to privately commissioned reports from professional colleagues where parents have perhaps sought advice external to the school/LA, provided these conform to NICE guidelines or other relevant legislation as appropriate and as advised by the LA.

It is important to remember **many of our young people do not need to see any of these services**. Some may see one or two. A few, with complex needs see many of them and we do our utmost to coordinate all this advice together into a cohesive plan, communicating it to all relevant staff at the school.

Parent and child involvement

St Mark's puts working with pupils at the centre of its work. We also aim to work positively with all parents/carers in a united way to help their child/children.

When your child is entered onto our SEND register the Class Teacher and staff team will be your point of contact for day to day communications. Some children have short handover session or communication books if their needs require. Class teachers and the team are responsible for delivering plans and interventions. Parents/carers and agencies are welcome to contact the SENCO directly or in partnership with the class teacher for additional SEND advice or queries. This can be done by email, phone call or request an appointment.

Pupils are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Pupils with SEN are encouraged to express any concerns they may have to any member of staff, but especially their class-based teams, the SENCO, Learning Mentor, Senior Leader or Headteacher, who have an open door policy to all children.

There will inevitably be times when things at school go less smoothly. All of the above named people will want to work out ways forward in such a case.

Parents and Carers are equally at the center of supporting their children. They are involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers, as is the class teacher.

Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.'

'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations'

(Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014.)

St Mark's is an inclusive school and actively seeks to promote the inclusion of pupils with SEN and disabilities. We use our best endeavours to ensure that all pupils with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Pupils with sensory or physical impairments are referred for specialist OT lead site assessments/surveys to make recommendations in the environments. This has led the school to implement changes to the environment for example; change hand rails, place contrast edging on steps, doorways and trigger areas, contrast detailing for static PE Equipment. A multi level school does provide

some physical barriers and challenges for some pupils however best endeavors to seek specialist advice would be taken early in the planning stages to meet individual pupils needs.

Adaptations and provisions are made for SEN and disabled pupils to enable them to participate in school trips and other out of class activities. Risk assessments are designed and implemented to allow SEND pupils to participate in all activities they choose to engage in wherever possible. Recent examples include pupils with physical difficulties attending and fully participating in adapted 'outward bounds' style school trips; supporting pupils with ASC with pre-trip awareness sessions, and whole class social stories. Safety plans and/or specific risk assessments for children with medical needs are also in place, so they participate as fully as possible.

Where barriers to Inclusion exist, we work hard to try to overcome such things with trip providers. For example, we worked with a local attraction this year to develop a specific social story that we could use but they have now adopted for all visitors to have access to if needed. For more information, please refer to our Disability Equality Policy and Accessibility Plan in the Policies section of our website.

Pupils with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current pupils with SEND have been involved with the following clubs: lunchtime and break time clubs, Choir, sports clubs, drama productions and charity events. SEN pupils have also participated in pupil panels during interviews for new members of staff and Mentors for younger pupils. When required EHCP pupil's packages have incorporated support at a school club.

Transition

St Mark's understands that transition between schools and other establishments is an anxious time for parents/carers and pupils. This can be especially true for pupils with SEND. For pupils with EHCP's, if requested, the SENCO will invite the Target Secondary School SENCO to attend the Year 6 EHCP Review meetings to begin to understand the needs of these pupils and plan their transition.

For pupils with high transition needs, the SENCO will endeavor to put in place a more personalised transition programme, in conjunction with the Secondary school and parents/carers. Sometimes, for our most complex pupils, this starts as early as Year 5. We would urge parents to get in touch with us early if this is a specific concern, and to consider meeting with the target Secondary school SENCO early in Year 6, if not before. Our Senco happily supports these meetings where possible.

Parents/Carers of pupils with EHCP's in Year 5 or 6 who are considering a placement at a specific secondary will usually be very welcome to contact that school's SENCO at any time to discuss their child's needs or arrange a meeting or visit to the school at a mutually convenient time. You may want a member of our school's staff to come with you on that visit, and we do this if it is possible.

St Mark's looks after our pupils with and without SEND very well through transition. School staff can support pupils with on-line transition information, meetings, school visits, building relationships with the new staff and checking in after transition to show the pupil they are held in mind. We also offer support re our knowledge of what works for the pupil to the Secondary school.

The Senco and Year 6 team liaise closely with the secondary schools for year 7 transfer. However this enhanced transition happens for any pupil that is felt to be vulnerable during transition and bespoke packages are designed between schools. This may include initial visits with a member of our staff supporting, trial sessions, planning for individual needs and information sharing prior to their start.

If your child has a particular friend you know they rely on who is also attending the same new school, and you really want them to be together, let us know. Unless there is a reason that advises us this is not in their best interests, we will liaise with the target school to try and make it happen. Sometimes, our very best friends might not be our very best learning partners but we look at this carefully.

Sometimes, certain pupils need more than this standard transition programme and we will identify our pupils that we feel need more support and work with them and their families on this. We also liaise with their next provider to ensure that they understand about a pupil's support needs. Even when young people have left us we are still here to help and give advice to them, their families and to their next educational institution.

We will also ensure we keep GDPR compliant copies of key documents like the EHCP and any key agency reports, just in case you need to retrieve these at a later date, after your young person moves on to Secondary. However, we would advise parents to also keep their own copies.

Funding for SEN and the LEA

The Local Authority funds schools in two ways to support their SEN provision. Each individual school receives their own SEN funding from the Local Authority. In addition, the Local Authority provides funding to individual schools as a 'top up fund' linked specifically to pupils with complex provision.

The SENCO works with the SLT team so that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst our community and our Headteacher and Governors will have direct accountability for the monies spent on all learners and their needs. Specific queries in this regard should be directed to the Headteacher in the first instance.

Support for improving emotional and social development (SEMH)

St Mark's provides support for emotional and social development of all pupils, including SEND pupils lead by our designated mental health lead teacher. Additionally 2 members of staff have the training for Mental Health First Aid and 2 experienced Learning Mentors. Such support may be in the form of pupils having class based support such as a 'helping hands' team around the child, team plans, strong nurture group programme, soft starts, sensory breaks, young carers group, the school nurse and interventions from Learning Mentors such as low level CBT.

Class Teachers also liaise with the SENCO or pastoral teams to determine if a pupil needs additional emotional or social skills support and if so, pupils may be able to access a series of time-limited interventions, delivered by experienced TA's for Emotion Coaching, Anger Management, Social /friendship Skills or Self Esteem.

In some cases, individuals or families may also be in receipt of support from specialist outside agencies such as CAMHS or the ASC BHISS Home Support Service. In such cases we will work to ensure we follow the expertise of such agencies, translating their guidance into a workable in-school format, as far as is possible.

We have been fortunate to have a BHISS Wellbeing Practitioner work on a week to week basis. They work half a per week with us and children can be referred through our school pastoral team via Home

School Partnership Manager or Headteacher or SENCo. In addition there is also a Primary Mental Health worker that can be referred to and also provides reflective space/targeted workshops for staff, parents and pupils.

Anti-Bullying

St Mark's School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong values.

Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. More information about our approach and how this relates to our SEN/D learners can be found in the SEND Policy.

For more information about how our school responds to all bullying incidents, not just those for SEN/D, please refer to our Anti-Bullying Policy in the Policies section of our website.

Handling Complaints from parents of pupils with SEN

It is the aim of the school to provide excellent support to all young people with additional needs, and to work in partnership with parents and carers. If any Parent/Carer has concerns, we encourage these to be shared as swiftly as possible. This can be done in person, via telephone or via email. Such issues will always be given thorough and prompt consideration.

If the school is unable to resolve the issue to the satisfaction of those concerned or the parent/carers wishes to make a complaint regarding their Child's Special Educational Needs, this process should be followed:

- Raise initial concerns with Class Teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the SENCO. Virtually all problems or concerns are resolved by this stage.
- If conflicts cannot be resolved by discussion with the Class Teacher and the subsequent discussion with the SENCO, the Headteacher should be involved.
- If, following a meeting with the Headteacher concerns persist, arrange a meeting with the SEND governor through writing to the Clerk to Governors.
- In the unlikely event that concerns are still unresolved, a meeting with a sub-committee of governors can be convened.
- If no resolution has been possible, a full governors meeting can hear the issue and help us work towards a solution.
- If there are still unresolved issues, contact may be made with LEA/Regional Disagreement Resolution Services

What support is available for me and my family?

If you have questions about SEND, or are having some struggles/issues please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at the community pages on our school website, and your local authority's, (Brighton and Hove), local offer which is published on their website:

<https://www.brighton-hove.gov.uk/adult-social-care-hub/health-and-adult-social-care-directory/brighton-hovecity-council-brighton-hoves-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://amazesussex.org.uk>
<https://www.asc-mascot.com/>

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Staff- Key staff working with pupils with SEN are as follows:

SENCO: Georgina Crouch. School strategic lead on SEND. Over 20 years of experience as a SENCo with Post graduate Qualifications in SEND and QTS. Working 4 days a week, Appointments can be requested through the Classteacher, Office or via the email address below:

Contact details: georginacrouch@stmarks.brighton-hove.sch.uk

Responsible for:-

- monitoring the progress and wellbeing of all pupils on the SEND register.
- the leadership, line management and day-to-day running of EHCP interventions and of OCEAN
- TA deployment and training;
- whole school SEND training, advice and support to include the development of Quality First Teaching;
- progress and inclusion of all pupils with SEND;
- identification of pupils with SEND,
- monitoring the provision mapping, effectiveness of interventions
- managing a resource budget to meet the needs of SEND
- preparing allocations of budget in line with level of need from the SEND delegated budget across the school
- liaising for transition with schools;
- liaison with parents, pupils and outside agencies;
- Active member of the SENCO City Cluster Partnership delivering training on cluster INSET days

Inclusion Coach Sian Gailbraith 5 days a week

SEND Admin Support: Nina Capildeo ½ day a week

Learning Mentor : Magda Pata 3 days a week

Home School Partnership Manager: Gemma Kettink -5 days a week

SEND Governor: Allistare Smedley

Brighton & Hove SEND Casework officer for St Marks: Zoe Garbarz zoe.garbarz@brighton-hove.gov.uk

Please note all teaching staff contacts are listed on the school website.

Appendix 1- SEN Finance information

High Needs Funding

In addition to standard SEN/D funding through the formula, Brighton & Hove have indicated the following thresholds for additional *exceptional* financial assistance for pupils with a statement or an EHCP.

In order to be considered for any funding at level 2 or above, the school would have to evidence how the existing finance is spent; why this is not sufficient to meet needs and have a clear plan for how adapting the provision will positively impact on progress. This could be as a result of a specialist assessment providing new information with regard to needs.

The Code of Practice is clear that the focus for young people should be ‘*on outcomes not hours*’. The goal of all support and intervention should be to increase independence for the young person. Therefore, at each opportunity all staff should be asking ‘*what is the least amount of input required to enable the young person to fully engage?*’ It is only with this mindset that we can truly support progress and independent growth.

Funding Level	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or physical
<u>Level One Support</u> Funding devolved to schools (of up to £6000) graduated to level of need and impact of previous intervention levels.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.	<u>Continuing difficulties</u> Quality first teaching; IEPs; advice from external support services; specialist teaching; additional adult support (individual or small group); adaption of materials/strategies.
<u>Level Two Support</u> The above and up to an additional £2900. (Total £8900)	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.	<u>Significant and persistent difficulties</u> Specialist teaching; additional adult support (individual or small group); adaption of materials/strategies; specialist equipment including IT.
<u>Level Three Support</u> The above and up to an additional £4600. (Total £10600)	<u>Severe and complex difficulties</u> Requires moderate to high levels of adult support, specialist equipment including IT, specialist approaches;	<u>Severe and complex difficulties</u> Requires moderate to high levels of adult support, specialist equipment including IT,	<u>Severe and complex difficulties</u> Requires moderate to high levels of adult support, specialist approaches;	<u>Severe and complex difficulties</u> Requires moderate to high levels of adult support, specialist equipment including IT,

	specialist teaching staff; specialist support staff.	specialist approaches; specialist teaching staff; specialist support staff; augmented communication system.	specialist teaching staff; specialist support staff; adaptations to environment.	specialist approaches; specialist teaching staff; specialist support staff.
<u>Level Four Support</u> <u>The above and up to an additional £6900 (Total £12,900)</u>	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff; augmented communication system.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist approaches; specialist teaching staff; specialist support staff; adaptations to environment.	<u>Severe and complex difficulties</u> Requires high levels of adult support, specialist equipment including IT, specialist approaches; specialist teaching staff; specialist support staff.
<u>Level Five Support (rare and exceptional category only)</u> <u>The above and additional funding for intensive support. (> £12750)</u>	<u>Exceptionally complex and severe difficulties</u> Requires very high levels of adult time; specialist teaching staff/support; augmented communication system; specialist equipment; modifications to environment.	<u>Exceptionally complex and severe difficulties</u> Requires very high levels of adult support; specialist teaching staff; specialist support staff, specialist equipment including IT.	<u>Exceptionally complex and severe difficulties</u> Requires very high levels of adult support.	<u>Exceptionally complex and severe difficulties</u> Requires very high levels of adult support; specialist teaching staff; specialist support staff, specialist equipment including IT.

Appendix 2 :- External Support

The school aims to work in partnership with other agencies in order to provide an integrated support package based on the needs of the pupil. The main external support agencies used by St Mark's include (*this is not an exhaustive list*):

- The Brighton and Hove Inclusion Service includes :

BHISS learning and communication teams:

- [Autism](#) and [Language](#), which includes [Early Language](#) Support
- [Early Years](#)
- [Educational Psychology](#)
- [Literacy](#)
- [Sensory Needs](#) deafness and visual impairment
- [Social Communication Resource](#)

BHISS social, emotional and mental health teams:

- [Educational Psychology](#)
- [Social, Emotional and Mental Health](#)

- **The Educational Psychologist-** *An Educational Psychologist is allocated to the school and makes regular visits to assess identified pupils. The Educational Psychologist also may attend monthly All Agency Meetings. Work is allocated and then carried out in conjunction with the SENCO.*
- **The Child and Mental Health Service (CAMHS)** *Referrals are made to CAMHS through a central entry point. These happen through school or another agency submitting a referral form on an individual basis. There is an out of hours advice line for staff and parents who have a serious concern about a pupil's mental health. Some CAMHS workers offer short term intervention for a range of mild to moderate needs and works flexibly, including occasionally in the school or family home. Tier 3 is for moderate to severe or longer term needs and works out of The Aldrington Centre in Hove. There is also a specialist Tier 4 inpatient section of CAMHS, allocated through the Tier 3 service or A&E for young people in extreme crisis.*
- **The School Nurse-** *We have regular contact with the School nurse who comes into school weekly. There is an input to Annual Reviews if appropriate and the School Nurse attends Triage Meetings. School staff, parents and pupils can all refer and advice can be given over a wide range of needs including smoking-cessation, weight management and health based queries.*
- **Ethnic Minority Achievement Service (EMAS)-** *Although English as an Additional Language does not mark a child out as having special needs, liaison with this service is conducted through the school.*
- **Autistic Spectrum Condition Support Service-** *(an avenue of BHISS) A specialist teacher is attached to the school and works closely with all pupils who have an ASC diagnosis. Liaison is through Key Support Teachers and SENCO. Training is run for*

teaching staff in respect of different facets of ASC inclusion. They are not able to work with pupils unless there is already a diagnosis.

- **Speech and Language Support/Therapy Service-** (an avenue of BHISS) *A teacher is attached to the school and works closely with all pupils who have a Speech and Language EHCP or is diagnosed with a Communication & Interaction need at 'SEN School Support'. Liaison is through Key Support Teachers and SENCO. A speech and language therapist visits in accordance with the needs of the individual pupils. Liaison is through the SENCO.*
- **Occupational Therapy-** *this service works with children and young people to help develop and increase the skills they need to use in their everyday lives. Usually this is through play and activities at home or school. Referrals usually involve the child attending a clinic at Seaside View or school to assess for areas of difficulty. A report will be written identifying any area in which the child needs help. Advice may include activity programmes, how to adapt tasks to the child's ability and advice and provision of equipment. Referrals are made via Seaside View by health or educational professionals e.g. school nurse, GP or SENCO.*
- **Physiotherapy-** *physiotherapists help with children's movement skills and physical mobility with the aim of improving their independence and function. In Brighton & Hove there are two physiotherapy services working with children and young people in the city. One service is based at Seaside View Child Development Centre. They are part of the Integrated Child Development and Disability Service. They generally treat children with complex needs and/or developmental difficulties. The other is based at the Royal Alexandra Children's Hospital and provides in-patient care, as well as out-patient management of respiratory, musculoskeletal and rheumatological conditions. These services give advice to school via the senco. Named Physiotherapists often visit the school and can specific advice about in-school adaptations.*
- **Sensory needs service** - *Visits from this service deal with identified pupils who have visual and/or hearing needs, such as those who are registered blind or have significant visual difficulties that glasses alone cannot solve. They also work with pupils who have a significant degree of hearing loss. Some of these pupils may wear hearing aids, radio mikes or have cochlear implants. Liaison is carried out through the SENCO. Observations and recommendations to class teachers are also part of this service and in-school training over particular pupil's needs is also conducted.*
- **Front Door For Families (formerly MASH -Multi-Agency Safeguarding Hub)-** *Liaison takes place with MASH/Social Services where it is appropriate. Information is requested for annual review of statements. Social Workers may be invited to attend Meetings for individual cases where appropriate. If a referral needs to be made to FfF in respect of serious concerns over a young person's wellbeing then this will be conducted following the procedures outlined in the school safeguarding policy. Such referrals are always shared with the family unless there is compelling reason to believe doing so would endanger the young person. Please see safeguarding policy for full details or liaise directly with our Designated Safeguarding Lead, Mrs Sellins.*
- **Complex Needs Outreach Service-** *The expertise of some of our special schools in Brighton can be accessed through an outreach programme, Advice over the inclusion of pupils with significant physical disabilities and needs can be accessed through Hillside Special School Hill Park. Advice over inclusive teaching for those with complex MLD can be accessed through Down's View Special School). Hill Park also offers an attachment support service to schools. These services are offered to school staff and usually form part of a training offer shared between schools.*

- **The Local Authority:-** *St Mark's has a named link or 'casework officer' who we work with closely. At present this is Zoe Garbarz. They can be contacted via the SEN Team at Brighton & Hove City Council on 01273 290000.*
- **AMAZE:-** *Amaze is a charity that gives information, advice and support to families of children and young people with special educational needs and disabilities (SEND) in Brighton & Hove and Sussex. They have a helpline on 01273 772289 and a website with lots of information and signposting, for parents and carers of young people with SEN/D. They are also able to assist with the provision of a 'compass card' if your child has an EHCP and to give advice over DLA and PIP applications.
<https://amazesussex.org.uk/>*
- **Seaside View Child Development Centre:-** *is where children in Brighton and Hove with concerns about their development are assessed and where health professionals such as paediatricians, nurses and therapists work together to support and treat your child. They see children with many different conditions, for example, children with a delay in development, possible autism, cerebral palsy, genetic disorders and other syndromes that affect development. Referral is made by the SENCO or an appropriate linked professional to the school.*

Appendix 3- Glossary of SEN/D information **Glossary SEN of terms and acronyms**

Term	Description
ADHD/ADD	Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for pupils to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Pupils with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Pupils with ADD/ADHD may be: • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
ASC	Autistic Spectrum Condition (ASC) Pupils with Autistic Spectrum Condition find it difficult to: • understand and use non-verbal and verbal communication • understand social behaviour • think and behave flexibly. These difficulties may affect the pupil's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Pupils with ASC often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Pupils with ASC may not respond well to sudden changes to their routine.

CAMHS	Child and Adolescent Mental Health Services Support services for pupils and families requiring support to cope with SEMH or to diagnose conditions such as ASC (11+ only), depression, anxiety, ADHD. Tier 2 are for moderate difficulties and work out in the community. Tier 3 work through clinics and can provide diagnoses. TAPA (Teen to Adult personal Advisers) work with young people aged 13-25 who struggle to engage with 'traditional' mental health services.
C & I	Communication & Interaction- An umbrella term under the CoP that covers issues such as speech and language needs, ASC spectrum needs.
C & L	Cognition & Learning- An umbrella term under the CoP that covers issues such as dyslexia, dyspraxia, MLD needs.
CP/CIN	Child Protection (plan)/Child in Need Plan- Terminology used by Social Care to indicate where a child or a family may need extensive support or there may be a level of risk of harm to the welfare of young people.
CVI	Cerebral Visual Impairment A child with CVI has vision problems that are caused by their brain that can't be explained by a problem with their eyes. Normally, the eyes send electrical signals to the brain, and the brain turns those signals into the images you see. If you have CVI, your brain has trouble processing and understanding these signals. CVI can cause a variety of visual problems that can range from mild to severe. Children with CVI may have trouble responding to the things they see; seeing certain parts of what is in front of them, like busy moving scenes; recognizing faces and objects; recognizing things in cluttered spaces; reaching for something while they're looking at it; understanding what they're looking at Parents may also notice that their child with CVI reacts slowly to visual cues; prefers to look at things that are moving; prefers to look at things in a certain part of their vision, like with their peripheral (side) vision; some children with CVI tend to stare at light (like lamps or the sun), while others are sensitive to light.
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 making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Pupils with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is also known as SpLD (Specific Learning Difficulties)
Dyspraxia	Dyspraxia impairs the ability to coordinate and organise movement. Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.

EAL	English as an Additional Language Recorded on Scholarpack and the data sheets. For details of the pupil's first language, please see Scholarpack section on 'first language'. Supported by EMAS in school (Ethnic Minority Achievement Service). Parents may require an interpreter to access key meetings at school. If a family member or friend cannot perform this function, the school should investigate support through EMAS who may have a list of interpreters that can be booked. This is often a costed service.
EHCP	Education, Health and Care Plan
EP	Educational Psychologist An EP provides detailed assessments for pupils with complex needs. The assessments include recommendations for differentiating work to meet the pupil's needs. An EP may also provide on-going support in the form of training for staff, modelling of one-one or groupwork with pupils or consultations with staff and parents.
EWO	Educational Welfare Officer Practitioner monitoring pupils with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance.
GDD	Global Developmental Delay Pupils who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth- 18 yrs.
HI	Hearing Impairment 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.
LAC	Looked after Children Child placed in foster placements, apart from their family and in the care of Local Authority. A child can be looked after for numerous reasons, including for short term periods.
MLD	Moderate Learning Difficulty 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
MSI	Multi-Sensory Impairment Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf-blind but may have some residual sight and/or hearing.
Multi-sensory learning	Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that pupils can learn by seeing, hearing, touching (hands – on) and saying (oral kinaesthetic).

OT	Occupational Therapy/Therapists Practitioner supporting pupils with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Pupils with severe needs may need extra time and require a scribe or use of computer.
PD	Physical Disability 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.
PEP	Personal Education Plan Plans for Looked After Children addressing education and welfare needs.
RJ	Restorative Justice Behaviour management strategy supporting pupils to understand how to resolve conflict appropriately.
SALT	Speech and Language Therapy/Therapist Practitioner providing assessment and support pupil to develop language and social skills. SALT works with pupils with ASD or pupils with speech, language or communication difficulties presenting a barrier to learning.
SEMH	Social, Emotional and Mental Health Examples of difficulties falling into this category are Attachment Disorder, ADHD, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Pupils who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category. Pupils with a diagnosed mental health need such as depression, low mood, anxiety, eating disorder etc also fall into this category.
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEN Status	Tiered indication of level of support a pupil should receive. N – No SEN need K – SEN Support: the category that replaces SA and SA+ from September 2014. (Most closely aligned with ‘old’ SA+) K(NSA) – SEN Support (No Specialist Assessment). The category most closely aligned with ‘old’ SA. Indicates a young person is evidencing a need but there is no formal diagnosis. S – Statement of Educational Need: pupil has been through ‘old’ SA and SA+ steps and now has a legal entitlement to support funded by the LA. Pupil has complex or severe needs and requires a high level of tailored support in order to make progress.

	EHCP – Education Health & Care Plan - the legal terminology that replaces ‘statements’ from September 2014. ST’s will be transitioned into EHCP’s between now and 2018. EHCP’s can be applied for between 0-25years.
SLC	Speech, Language or Communication Need Pupils with SLC have difficulties using and understanding expressive, spoken or language. Pupil may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood. Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.
SLD	Severe Learning Difficulty (SLD) Pupils with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.
SpLD	Specific Learning Difficulties E.g. Dyslexia, Dyscalculia and Dyspraxia.
TA	Teaching Assistant
TAC/ CAF	Team Around the Child or Common Assessment Framework Multi-agency intervention for pupils who are receiving external safeguarding support
VI	Visual Impairment (or vision impairment) Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss. Does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. Covers a wide spectrum of different impairments.
Working memory	Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc

Appendix 4 - Table of Terminology Changes from Previous Codes to Code of Practice 2014

New Terminology/On SIMS as		Definition	Old Terminology/On Sims as	
Communication & Interaction	CI	Children/young people with difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand/use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Speech, language & communication needs	SLCN
			Speech & language	SL
			Autistic Spectrum Condition	ASC
			Autistic Spectrum Disorder	ASD
Cognition & Learning	CL	Support may be required when children/young people learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs, where children are likely to need support in all areas of the curriculum, those who also have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.	Moderate Learning Difficulties	MLD
			Specific Learning Difficulties	SpLD
			Severe Learning Difficulties	SLD
			General Learning Difficulties	GLD
Social, Emotional & Mental Health	SEMH	Children/young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Behavioral, Emotional & Social Difficulties	BESD

Sensory and/or physical	VI HI PD	Some children/young people require special educational provision because they have a disability which prevents or hinders them in making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children/young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.	Hearing Impairment	HI
			Visual Impairment	VI
			Profound and Multiple Learning Difficulties	PMLD
			Physical/Medical Difficulties	PMD