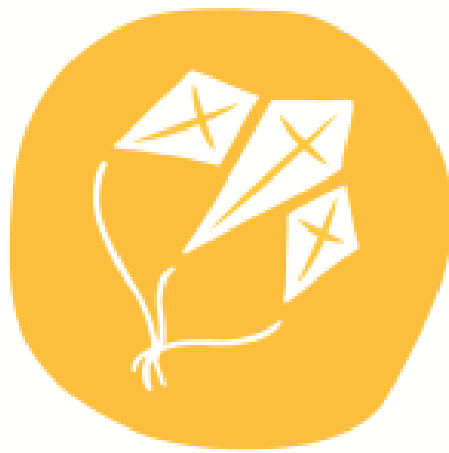


# **City Academy Whitehawk**



## **Special Educational Needs and/or Disability Policy September 2024**

## Contents

<b>City Academy Whitehawk</b> .....	3
<b>Special Educational Needs and/or Disability Policy</b> .....	3
<b>Introduction</b> .....	3
<b>Definition of Special Educational Needs and Disabilities (SEND)</b> .....	3
<b>Aims and Objectives of Provision at City Academy Whitehawk</b> .....	4
<b>Identification, Assessment and Provision</b> .....	4
<b>Early Identification</b> .....	4
<b>Special Educational Provision at City Academy Whitehawk</b> .....	5
<b>Admissions</b> .....	6
<b>Access</b> .....	6
<b>Role of the Local Academy Board [LAB]</b> .....	6
<b>Roles and Responsibilities</b> .....	6
<b>SEND In-service Training for Staff</b> .....	7
<b>Resources</b> .....	7
<b>Complaints Process</b> .....	7
<b>Including Parents and Carers</b> .....	7
<b>Supporting Pupils with Medical Conditions</b> .....	8
<b>Supporting children with transitions</b> .....	8
<b>Evaluating Success of Policy</b> .....	8
<b>In Conclusion</b> .....	9
<b>Appendix 1</b> .....	10
<b>Appendix 2</b> .....	11
<b>Appendix 3</b> .....	12
<b>Appendix 4</b> .....	15
<b>Appendix 5</b> .....	16
<b>PARM (Planning and Review Meetings)</b> .....	16
<b>Appendix 6</b> .....	17
<b>Appendix 7</b> .....	18
<b>Appendix 8</b> .....	19
<b>Appendix 9</b> .....	24

# City Academy Whitehawk

## Special Educational Needs and/or Disability Policy



### Mission

Our mission is to provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities.

We are committed to children's 'Next Phase Readiness' and therefore our SEND, Quality of Education and Personal Development offer are designed to prepare all children for life beyond City Academy Whitehawk. We are determined that, in and out of school, all children are able to adopt and then embody our CAW Qualities and their associated behaviours. We meet weekly as a school community to shine a light on our Qualities and what they look like in action, for example 'being respectful looks like...'



### Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

**Miss Gabrielle Gosztonyi**  
**SENDCo**  
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**Details of our local offer can be found on the link below:**

<https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

### Definition of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2014) states that SEND is 'when a child or young person has a learning difficulty (a significantly greater difficulty of learning) or disability and they need different

support/provision from others of their age. A child that will have difficulty progressing, thriving and functioning in modern day Britain.'

These needs can be categorised into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **Aims and Objectives of Provision at City Academy Whitehawk**

Every pupil with SEND in our inclusive school has an entitlement to fulfil their optimum potential and achieve personal excellence. Every teacher is a teacher of every child, and we are committed to making and sustaining reasonable adjustments. Our 'Subject Rationale' documents detail how teachers will meet the needs of all children using our school-wide pedagogy.

This is embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parent/carers, other schools, the local community, including relevant agencies.

In order to achieve this aim, we will:

1. Use our best endeavours to make sure that a child with SEND receives the relevant support they need
2. Designate a staff member to be responsible for coordinating SEND provision (the SENDCo)
3. Inform parents/carers when special educational provision is being made for their child
4. Ensure all staff have the adequate training and provision to support all children with SEND

## **Identification, Assessment and Provision**

### **Early Identification**

Early identification is essential. It starts from the Early Years Foundation Stage (EYFS), or prior to this before the child starts at school with us. Early assessment and provision for any child with special or additional needs is very important as it can minimise later difficulties, allow temporary learning difficulties to be overcome and raise a child's self-esteem.

At City Academy Whitehawk we regularly liaise with nursery schools, parents and external professionals. All adults that work in school will engage in discussions around any additional needs a child may have.

A referral that a child might have special or additional needs may come from a variety of sources:

When considering a referral to understand more about a child's special or additional needs, information may be gathered from the following sources:

- The class teacher, mentors or Welfare Manager

- Parents and carers
- Senior Leadership Team
- GP or medical referral
- Speech & Language therapist and other relevant professionals
- Information from a previous school/pre-school setting
- Diagnostic tests
- Behaviour for Learning data
- School attainment and progress data

At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a pupil has SEND. If there are concerns, assessments should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a pupil's behaviour then a multi-agency approach, such as an 'Early Help Assessment' and Team around the Family (TAF) meeting approach may be appropriate.

### **Special Educational Provision at City Academy Whitehawk**

It is important to note that even when a need has been diagnosed, teachers are, and remain, responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

### **Additional intervention and support cannot compensate for a lack of good quality teaching.**

In deciding whether a student has SEND, information should be gathered regarding pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and other relevant staff and the students. Any decision whether SEND provision is required must start with the desired outcomes, including progress and attainment. This should include the views of the pupil and the parents/carers. This should then determine the support that is needed.

### **SEND Support at City Academy Whitehawk**

Where a pupil is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do and Review.

### **Involving specialists**

Where a pupil continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process. A full list of outside agencies we use can be found in our local offer – see link on page 2.

### **Individual Support Plans (ISP)**

Every pupil on the SEND register will have an ISP. This is a document that highlights the individual interventions that have been allocated to each pupil.

ISPs will be used to track the progress of students where intervention is taking place. They will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given.

### **Monitoring**

When a child is removed from the SEND register due to progress, they will be placed upon an SEND Monitoring List. The child's progress and attainment will be monitored by the class teacher, SENCo and Deputy Headteacher in order to ensure that the progress made is maintained. If not, the child may subsequently be placed on the SEND Register again and parents or carers notified. Every half term the attainment and progress of all children is assessed and reviewed. This information is used to support decisions as to whether children move onto or off the SEND Register. It may also determine whether a child is placed onto the SEND Monitoring List if it is felt that they need to be monitored in case of a potential Special Educational Need.

### **Education, Health and Care plans**

If a pupil fails to make adequate progress despite the provision and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the pupil being provided with an EHC plan.

The SENDCo is responsible for ensuring the appropriate support is provided to pupils with statutory provision through an EHCP. The SENDCo and other relevant staff allocate the specified amount of support and review its impact.

### **Admissions**

The Local Authority has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents and carers thinking about applying for a place for their child.

### **Access**

At school we ensure that all pupils, including those with special or additional needs are able to have access to a broad and balanced curriculum, including the National Curriculum. Children may be supported within class and out of class by Teaching Assistants, either individually or in groups. A whole range of equipment is available to support children with special educational needs and/or disabilities. The school has been specially adapted to cater for certain physical disabilities e.g. we have wheelchair lifts, ramps, hoists and accessible toilets.

### **Role of the Local Academy Board [LAB]**

The Local Academy Board must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The LAB and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities. The duties of the LAB are set out in Appendix 3.

### **Roles and Responsibilities**

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCo who keeps the Headteacher and governing body fully informed, through the line management system.

Please see Appendix 3 for all Roles and Responsibilities

## **SEND In-service Training for Staff**

In service training of all staff is a high priority in the school improvement plan. It is necessary to keep staff updated and skilled in meeting individual needs. Training is co-ordinated by the SENDCo. Teaching staff are encouraged to talk to other professionals and attend courses relevant to the specific needs of the children in their class.

## **Resources**

The school has a range of rooms, including a Sensory Room, to support children with SEND. Teaching Assistants and other support staff from outside agencies use these as resource bases for individual and small group activities. The school has a wide range of resources to support pupils with special or additional needs, including adaptations to the building and special equipment.

Annual budgets for resourcing special needs provision are shared with the LAB as part of the annual budgeting process. Additional funds and resources are sought from the LA as and when appropriate. The SENDCo, together with the Business Manager, compiles a report annually to the LA to identify how the school's allocated SEND funding has been spent, and to identify levels of spending over and above or below the delegated and devolved funding in the school's budget.

## **Complaints Process**

Any complaint about special educational provision should be dealt with by following our complaints procedures. Please see complaints policy.

## **Including Parents and Carers**

We actively seek to work with parents / carers and value the contributions they make.

Parents/carers hold key information and have a critical role to play in their children's education. They have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs and disabilities are treated as partners, the school will endeavor to keep parents/carers fully informed of any SEND their child may have. It is essential that home and school work in partnership to identify and support needs.

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents and school. This is important in enabling children and young people with SEND to achieve their potential. To facilitate this process we expect parents/carers to:

- Communicate regularly with the school and alert us to any concerns they have about their child's learning or provision
- Be informed by the school of their child's placement within the SEND framework and the relevant support this brings
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Have the opportunity to make their views known about how their child is educated, including being encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education

This is usually done through:

- Parent and carer consultations (informal or formal)

- Progress reviews
- EHCP Reviews

The LA recommends the local parent partnership service AMAZE for parents who feel they want additional support to understand their child's special needs and the school's response to it. Amaze can be contacted at:

<http://amazebrighton.org.uk/>  
Tel: 01273 - 772289

Parents and carers are viewed as essential partners in the education process. A member of the Senior Leadership Team is on duty on each of the playgrounds before school available for parents and carers to ask any queries they might have. Parents and carers are encouraged to talk to their child's teacher at any convenient time. Parent and carer evenings are held through the year and parents and carers are asked not to wait for these in order to discuss concerns or pass on relevant information.

If a child is identified as having any form of special need the parent is informed, usually by the class teacher. Class teachers will liaise with the SENDCo about any issues raised at this stage. All parents and carers will receive a copy of their child's ISP and have the opportunity to discuss and review it.

### **Supporting Pupils with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Where pupils are in receipt of an EHCP or require extensive individualised provision long term and full time or for the majority of their time at school, their needs will be coordinated and managed by the SENDCo, following all procedures outlined in this policy.
- Where pupils have a medical need that is largely self-managed or only requires emergency and/or occasional support e.g. mild to moderate Asthma, a nut allergy; diabetes, their condition will be managed in accordance with the school's policy for supporting pupils with medical conditions which is provided in line with new recent guidance published by DfE.

Please see the school's policy on '**Managing Pupils with Medical Conditions**' for more details.

### **Supporting children with transitions**

We understand that children with SEND may find transitions difficult, especially moving from one to school to another or from one year group to another. Enhanced transition strategies will be used for children who require them to help manage this process successfully.

### **Evaluating Success of Policy**

This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND LAB Member and the Headteacher. Review of the policy will take into account:



- The progress made by students with SEND at the school
- The success of the school at including pupils with SEND
- Any recommendations from Ofsted or the LA about improving practice
- Any factual changes, such as names of personnel

### **In Conclusion**

City Academy Whitehawk is a highly inclusive school where every child is given the right opportunity to thrive. Children at City Academy Whitehawk enjoy a rich, diverse and stimulating curriculum, high quality teaching and excellent support for their individual needs. We value the contribution that all children make and aim to support and inspire them all to learn and develop socially to the very best of their abilities. We value our strong partnership with parents and carers. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. We make effective provision for pupils' individual needs and recognise their talents and abilities.

## Appendices

### Appendix 1

#### Definition of 'Disability'

The UK Government website 'YouGov' defines disability under the Equality Act 2010 thus:-

*'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'*

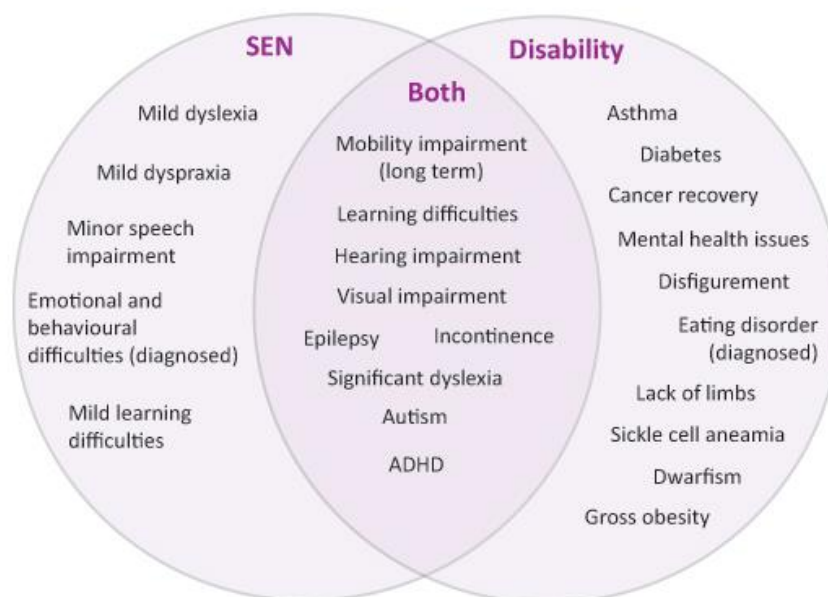
What 'substantial' and 'long-term' mean:-

- 'Substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules download the 'Equality Act Guidance'.

<https://www.gov.uk/definition-of-disability-under-equality-act->

### SEN, disability or both?



## **Appendix 2**

### **What is SEND?**

In considering what is SEND, it is equally important to consider what is NOT SEND but may have an impact on progress and attainment. The descriptors below do not qualify a young person to be automatically entered onto the SEND register, although it is obviously possible for pupils to be both on the SEND register and fit one or more of the categories below;

- o Disability ( the Code of Practice outlines the “reasonable adjustment ” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- o Attendance and Punctuality
- o Health and Welfare
- o EAL
- o Being in receipt of Pupil Premium Grant
- o Being a Looked After Child
- o Having a medical condition

Please note that all of the above will have particular representation within other policies within school.

## **Appendix 3**

### **Roles and Responsibilities**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### **The Local Academy Board is responsible for:**

- In partnership with the Headteacher, the LAB has responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes securing appropriate provision for SEND
- Monitoring the policy through the school's self-review procedures
- Allocating a link LAB member to ensure all LAB members are informed of the school's provision, including funding, equipment and staffing

#### **The Headteacher is responsible for:**

- Setting objectives and priorities in the school development plan, which includes those to support and develop SEND attainment, achievement and provision
- Retaining overall line-management/oversight of provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources
- Informing the Governing body of any key changes/adaptations required to facilitate SEND inclusion

#### **The SENDCo is responsible:**

- To the Headteacher for the day-to-day management of SEND provision and the day-to-day operation of the policy.
- For disseminating information and raising awareness of SEND issues throughout the school
- Co-ordinating the process screening and identification of SEND pupils
- Co-ordinating the referrals to and results of external agency screening and identification of SEND
- Co-ordinating special provision for pupils as a result of such assessments
- Supporting the teaching and learning of pupils with SEND
- Keeping accurate records of all pupils with SEND
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA
- Liaising with parents and carers of pupils with SEND
- Liaising with and advising teachers and support staff
- Liaising with pre-schools and nurseries
- Liaising with other SENCOs, both locally and nationally
- Liaising with outside agencies
- Contributing to in-service training and external training (as appropriate)

**The Class Teacher is responsible for:**

***“All teachers are teachers of special needs”; ‘All teachers are teachers of all children’ (Code of Practice 2014), therefore, ALL teaching staff are responsible for:***

- Being fully aware of the school’s procedures for SEND
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes
- Ensuring IEPs and IBPs (Individual Behaviour Plans) are relevant up to date and a true reflection of the provision given to each child on the SEND register
- Proactively seeking advice over such matters as differentiation, target setting and the adaptation of learning for the full range of learners
- Promptly sharing any instances where it is believed underperformance of a pupil/pupils could be as a result of a previously undiagnosed SEND
- Monitoring progress of pupils with SEND against agreed targets and objectives
- Raising any concerns over the deployment of/practice of the Teaching Assistants with the SENCO/Assistant Headteacher

**Teaching Assistants will be responsible for:**

- Assisting the Class Teachers in disseminating information and raising awareness of SEND issues throughout the school
- Supporting pupils with SEND, interacting with them according to individual need and using the recommended best practice guidelines for support
- Work with small groups in or out of the classroom, under the direction of the Class Teacher
- Reporting back to the Class Teacher any progress related information relating to children with SEND
- Planning (where appropriate) and delivering individualised programmes where appropriate.
- Assisting in monitoring progress against targets using recommended targets/strategies from the child’s IEP/IBP
- Assist with drawing up and reviewing IEPs/IBPs as required
- Contribute to the Annual Review progress, either in person or with a verbal or written report as requested by the SENCO, Assistant SENDCO or Specialist Teacher
- Support pupils on Educational Visits, to ensure they are safe, supported and get the most out of these experiences

**Other Agencies shall be responsible for:**

- Communicating SEND issues to and from the school via the SENCO
- Promptly sharing any concerns over school or individual staff practice with the SENCO so that appropriate support and advice can be given to that member of staff
- Raising awareness of any relevant SEND issues at PARMs or meetings with SENCO
- Giving guidance regarding individual needs
- Writing relevant advice to support individuals
- Attending meetings as required

**Please see school website for an up to date list of all staff and LAB members**



## Appendix 4

### **Criteria for exiting the SEND register**

It is our aim that we are successful in helping children to make expected progress. A removal from the SEND register could indicate that progress has been made to lift them outside of a definition of a specific special need. This does not indicate that support will cease or that circumstances could change back.

If we feel that a child has reached important milestones that evidence progress, we will contact parents and carers to discuss the young person's name being removed from our SEND register. It is important to refer back to the original definition of SEN here:-

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

- Has significantly greater difficulty in learning than the majority of others of the same age, or*
- Has a disability which prevents or hinders him or her from making use of the facilities generally provided for others of the same age in mainstream schools (Code of practice 2014, p4)*

If the above is felt to no longer apply- *even if a young person has a diagnosis of a need-* then they should exit the SEND register. An example of this would be a young person who has a diagnosis of Dyslexia but who now reads and spells at a level above average for her age group. Whilst the young person will still have the diagnosis, they cannot any longer be said to have 'significantly greater difficulty' than others of the same age. Nor could they be said to be 'hindered from making use of the facilities generally provided for others'.

### **Monitoring**

When a child is removed from the SEND register due to progress, they will be placed upon an SEND Monitoring List. The child's progress and attainment will be monitored by the class teacher, SENCo and Deputy Headteacher in order to ensure that the progress made is maintained. If not, the child may subsequently be placed on the SEND Register again and parents or carers notified. Every half term the attainment and progress of all children is assessed and reviewed. This information is used to support decisions as to whether children move onto or off the SEND Register. It may also determine whether a child is placed onto the SEND Monitoring List if it is felt that they need to be monitored in case of a potential Special Educational Need.

## **Appendix 5**

### **PARM (Planning and Review Meetings)**

As part of the monitoring process we are able to seek advice from a number of professionals at a PARM meeting. These termly meetings may include the SENCO, Welfare Manager and a range of professionals such as an Educational Psychologist, Speech and Language Therapist (SALT), Social Worker, a member of the Community Child and Adolescent Mental Health Service (CAMHS), School Nurse, a representative from the Behaviour Inclusion Learning Team (BILT) and a member of the Speech and Language Support Service (SLSS).

Children can be referred to the PARM meeting by their class teacher, parent and carer, teaching assistant or an outside agency. It is the SENCO's responsibility to arrange and co-ordinate these meetings and to seek permission from parents for their child to be discussed. If any representatives from any agencies feel an assessment is necessary the parents are contacted and invited to meet the relevant professional at a later date. A record is kept of any discussions by the SENCO and shared with the professionals at the meeting and later with the child's parents or carers. The PARM meeting is a driving force of SEND provision at City Academy Whitehawk.



## **Appendix 6**

### **Bullying**

***“While bullied children will not be routinely considered as requiring SEND support, schools and local authorities should provide support in a proportionate and tailored way to meet individual needs. The new SEND code of practice: 0 to 25 years considers that developing a graduated response to the varying levels of SEND among children and young people is the best way to offer support, and this can include the needs of bullied children”***

### **(Department for Education Fact Sheet- School Support for Children & Young People Who Are Bullied)**

#### **Vulnerable Pupils**

Although incidents of bullying are a rarity at City Academy Whitehawk sadly it can happen to all children and it can affect their social, mental and emotional health. School staff support all pupils who are bullied. For more information, please consult our Behaviour Policy.

The school is committed to being alert to the effect bullying can have and being especially alert to where it may have a severe impact. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Education concerning aspects of bullying, including e-safety will be delivered both in the classroom and in assemblies. Counselling may be offered if considered appropriate.

#### **Safeguarding**

City Academy Whitehawk is a safe place for children and adults, where our responsibilities for safeguarding are taken highly seriously. Through our curriculum we teach the children about personal safety and how to keep them safe from harm. Our curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm.

## **Appendix 7**

### **Reviewing Interventions**

Reviewing interventions at each stage forms part of the school's on going monitoring and evaluation arrangement. All relevant school staff, other professionals, parents and carers and the child will be included in this process.

IEPs and IBPs will be reviewed and amended as required.

## Appendix 8

Glossary	
Term	Description
<b>ADHD/ADD</b>	<p><b>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</b></p> <p>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 <b>ADD</b> are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Pupils with ADD/ADHD may be:</p> <ul style="list-style-type: none"> <li>• Inattentive, hyperactive, and impulsive (the most common form)</li> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
<b>ASD</b>	<p><b>Autistic Spectrum Disorder (ASD)</b></p> <p>Pupils with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none"> <li>• understand and use non-verbal and verbal communication</li> <li>• understand social behaviour</li> <li>• think and behave flexibly.</li> </ul> <p>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 ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Pupils with ASD may not respond well to sudden changes to their routine.</p>
<b>CAMHS</b>	<p><b>Child and Adolescent Mental Health Services</b></p> <p>Support services for pupils and families requiring support to cope with SEMH or to diagnose conditions such as ASC, depression, anxiety, ADHD. Tier 2 are for moderate difficulties and work out in the community. Tier 3 work through clinics and can provide diagnoses.</p>
<b>C &amp; I</b>	<p><b>Communication &amp; Interaction-</b> An umbrella term under the new Code of Practice that covers issues such as speech and language needs, ASC spectrum needs.</p>
<b>C &amp; L</b>	<p><b>Cognition &amp; Learning-</b> An umbrella term under the new Code of Practice that covers issues such as dyslexia, dyspraxia, MLD needs.</p>
<b>CLA</b>	<p><b>Looked after Children</b></p> <p>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.</p>
<b>CP/CIN</b>	<p><b>Child Protection (plan)/Child in Need Plan-</b> 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.</p>
<b>Dyscalculia:</b>	<p>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.</p>

<b>Dyslexia</b>	<p>Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.</p> <p>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.</p>
<b>Dyspraxia</b>	<p>Dyspraxia impairs the ability to coordinate and organise movement.</p> <p>Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.</p>
<b>EAL</b>	<p><b>English as an Additional Language</b></p> <p>Recorded as yes or no on SIMs and the data sheets. For details of the pupil's first language, please see section of SIMs entitled 'first language'. Supported by EMAS in school (Ethnic Minority Achievement Service).</p>
<b>EHCP</b>	<p><b>Education, Health and Care Plan</b> new term for a statement</p>
<b>EP</b>	<p><b>Educational Psychologist</b></p> <p>An EP provides detailed assessments for pupil 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 group work with pupils or consultations with staff and parents.</p>
<b>EWO</b>	<p><b>Educational Welfare Officer</b></p> <p>Practitioner monitoring pupils with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance.</p>
<b>GDD</b>	<p><b>Global Developmental Delay</b></p> <p>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.</p>
<b>HI</b>	<p><b>Hearing Impairment</b></p> <p>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.</p>
<b>LA</b>	<p><b>Local Authority</b> – Brighton and Hove</p>
<b>MLD</b>	<p><b>Moderate Learning Difficulty</b></p> <p>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</p>
<b>MSI</b>	<p><b>Multi-Sensory Impairment</b></p> <p>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.</p>

<b>Multi-sensory learning</b>	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).
<b>OT</b>	<b>Occupational Therapy/Therapists</b> 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.
<b>PD</b>	<b>Physical Disability</b> 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.
<b>PEP</b>	<b>Personal Education Plan</b> Plans for Looked After Children addressing education and welfare needs.
<b>RJ</b>	<b>Restorative Justice</b> Behaviour management strategy supporting pupils to understand how to resolve conflict appropriately.
<b>SALT</b>	<b>Speech and Language Therapy/Therapist</b> 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.
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b> 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.
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs and or Disabilities</b>
<b>SENCO</b>	<b>Special Educational Needs Coordinator</b>
<b>SEN Code of Practice/ COP</b>	<b>The legal document that sets out the requirements for SEN</b>
<b>SEN Status</b>	Tiered indication of level of support a pupil should receive. <b>N – No SEN need</b> <b>K – SEN Support:</b> the category that replaces SA and SA+ from September 2014. (Most closely aligned with 'old' SA+)

	<p><b>K(NSA) – SEN Support (No Specialist Assessment).</b> The category most closely aligned with 'old' SA. Indicates a young person is evidencing a need but there is no formal diagnosis.</p> <p><b>S – Statement of Educational Need:</b> 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.</p> <p><b>EHCP – Education Health &amp; Care Plan-</b> 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.</p>
<b>SIMs</b>	<b>Schools Information Management System</b> – ICT system used by all Brighton and Hove Schools
<b>SLC</b>	<p><b>Speech, Language or Communication Need</b></p> <p>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.</p> <p>Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.</p>
<b>SLD</b>	<p><b>Severe Learning Difficulty (SLD)</b></p> <p>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.</p>
<b>SpLD</b>	<p><b>Specific Learning Difficulties</b></p> <p>E.g. Dyslexia, Dyscalculia and Dyspraxia.</p>
<b>TA</b>	<b>Teaching Assistant</b>
<b>TAF/Early Help Assessment</b>	<p><b>Team Around the Family and Early Help Assessment</b></p> <p>Multi-agency intervention for pupils who are receiving external safeguarding support. Team Around the Family meetings are regularly held to support the family and set actions for improvement. The Early Help Assessment is the paperwork that supports this process.</p>
<b>VI</b>	<p><b>Visual Impairment (or vision impairment)</b></p> <p>Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and 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. This simple definition covers a wide spectrum of different impairments.</p>
<b>Working memory</b>	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 9

**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 ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	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	Behavioural, Emotional & Social Difficulties	BESD



		and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.		
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

Behaviour is no longer recognised as a learning need, merely as a symptom of other needs. Therefore no child should be on the register for behaviour alone- the 'social, emotional and mental health' strand will cover some of this.

There is a new duty to work out the communication behind behaviours; so for some pupils, their needs may be better determined to fit one of the other categories, with a recognition that emotional and social needs may be a subsidiary factor.

Within all these four areas of need, the presentation can range from the mild to the severe. It is common for pupils to experience difficulties in more than one area. Differentiation and/or adaptation in the classroom and potentially in other areas of school life will be essential to create equality of access.