

# Haytor View Community Primary School & Nursery

## SEND Report September 2020



*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

### Overview of the school

Number of pupils and Element 3 Funding received	
Total number of pupils on roll	202
Number of pupils identified as SEN	67
Number of pupils benefitting from Element 3 top up funding	6
<b>Total amount of Element 3 funding received</b>	<b>£28, 973</b>

## Introduction

At different times in their school career, a child or young person may have a special educational need. The special educational needs Code of Practice defines special education needs as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities or a kind generally provided for others of the same age in mainstream schools or post-16 institutions.”

If a learner is identified as having SEN, we will make provision that is ‘additional to or different from’ the differentiated curriculum, delivered as wave one provision, intended to overcome the barrier to their learning.

Categories of SEN include:

- Cognition and Learning (SpLD, MLD, SLD & PMLD)
- Social, mental and emotional health
- Communication and Interaction (SLCN & ASD)
- Sensory and/or Physical (VI, HI, MSI & PD)

Learners may ‘fall behind’ their peers for a variety of reasons that are not necessarily a special education need. They may have been absent from school, they may have attended lots of different schools and not had consistent opportunity to learn, they may not speak English very well or at all, they may be worried about different things that distract them from their learning such as experiencing challenges within the home environment or significant attachments with individuals.

We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

## How are Children with SEN Identified?

At Haytor View Community Primary School the needs of each cohort is considered as part of the Provision Mapping for the class, this informs the teaching opportunities and support provided for individual and groups of children. This may entail:

- Differentiation of work and resources
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional pre and post teaching opportunities
- Providing additional small group work, or in some occasions individual support

On-going assessments and pupil tracking ensures teachers understand the needs of individual pupils. If it is felt that the needs a child are not being sufficiently met through the Provision Mapping, there is further consideration as to their specific needs. It is likely that this will engage other professionals as part of a consultative approach, in identifying and addressing the child's specific needs.

- Our SEN profile for 2019 - 20 shows that currently we have 37.2% of children identified as having SEN, and 3% of these have a Statement of Educational Needs (or Education, Health and Care Plan.)
- 26% are identified as having SEN linked to Social, Emotional and Mental Health
- 35% are identified as having SEN linked to Speech, Language or Communication
- 20% are identified as having SEN linked to Moderate Learning Difficulty
- 3% are identified as having SEN linked to Hearing Impairment
- 0% are identified as having SEN linked to Severe Learning Difficulty
- 2% are identified as having SEN linked to other non specified reasons
- 8% are identified as having SEN linked to autism (ASD)

## How do we Track Progress?

Children with an identification of special educational needs will be listed on the class Provision Map which will identify their specific needs and how these are being met within the classroom provision. Each year we highlight the development of Wave 1 provision to ensure that all children are receiving quality first teaching from their class teacher, in line with the individual needs of the cohort. We implement our data analysis and target setting processes across the school, this sees each teacher reviewing pupil progress on a half termly basis, reflecting on what has worked for all children and then specifically for vulnerable children. This rigorous review process enables teachers to systematically reflect upon the provision within their classroom and ensure that the targets previously set are achieved and that new targets can be set to ensure continued progress throughout the school year. Discussions take place with phase leaders who are then able to oversee the next steps to ensure that progress is made by all.

Some children will need to have their needs considered beyond the Provision Map for the classroom provision, this is reflected in teacher planning through the development of Individual Education Plans, where children have their needs individually considered and targeted through tailored 1:1 support. These children will have an Individual Education Plan which will be reviewed with parent involvement every twelve school weeks and the plans made. The Individual Education Plan will include both long term (end of key stage) and short-term (6 monthly) targets as well as any parental support required and a log of engagement from external agencies. When the Individual Education Plan is reviewed, comments are made against each target to show what progress the child has made in line with our review decision pathway. Short-term targets are designed to be achievable within the term, with new targets being set during these review meetings. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

The progress of children with a Statement of SEND or EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The Phase Leader will work with Class Teachers to check that each child is making good progress within any individual work and in any group that they take part in.

Pupils who are not making expected progress are identified through half termly pupil progress meetings with Class Teachers and Phase Leaders, reflective discussion and evaluation of individual pupils supports the thinking of practitioners. Phase Leaders involve the Senior Leadership Team, SEND Lead Practitioner and SENDCo in following up outcomes from pupil progress reviews concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SEND Lead Practitioner or SENDCo, Teacher, Parent/Carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/Carers and their Teaching and Support Staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the Plan will be formally reviewed annually.

The SEND Lead Practitioner and SENDCo works with Phase Leaders and Class Teachers to collate the impact data of interventions to ensure that we are only using interventions that work.

Progress data of learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Effectiveness can be measured in many ways, including the following:

1. The children are successful in meeting Individual Education Plan targets (academic and social/emotional.)
2. The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
3. Verbal feedback from the teacher, parent and pupil.
4. Children may move within the whole class provision mapping.

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher, Phase Leader, SEND Lead Practitioner or SENDCo and discuss pupil

## Equal Opportunities

All children at Haytor View Community Primary School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary.

All learners should have the same opportunity to access extra-curricular activities and School activities including residential visits. Access to after school clubs is provided as a right and individual support is organised where required. It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. A risk assessment is carried out prior to any off site activity. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

Class teachers and Phase Leaders are at the forefront of supporting the SEN provision for each phase, according to individual need, they are supported in this aim through:

- Engagement of parents
- Discussion with the SENDCo
- Consultation with Educational Psychologists
- Engagement of other professionals/specialised services.

It is the school's aim to work in partnership with parents, in order to effectively meet the needs of each child.

The Equality Act legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

This definition of disability in the Equality Act includes children with long term health conditions. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by other SEN and disability legislation.

The school is fully accessible to pupils with SEND. The school is wheelchair accessible with a disabled toilet. The school produces an annual Accessibility Plan to ensure that this provision is regularly monitored and planned for.

## Admission Arrangements

Haytor View Community Primary School provides for all pupils with a wide range of needs, the arrangements for the majority of pupils with SEN are consistent with the school's general arrangements for all other pupils.

We seek to ensure any transition for a child with SEND follows the following path:

1. Liaison with the existing setting, practitioners;
2. Liaison with any other professionals;
3. Clarification of any specific points or needs;
4. Agreed starting date for the child;
5. Parent visit to the new setting;
6. Transition plan drawn up between current school, parent and Haytor View;
7. Child commences transition programme;

#### **(i) Pupils with Statements EHCPs**

Pupils with Education Health Care Plans of SEN are placed in the school at the request of the Local Authority. When seeking to place such a pupil in the school the Local Authority must take into consideration the ability of the school to meet the child's specific needs; the provision of efficient education for other children in the class/school and the most efficient use of resources. The school is asked to consider whether or not it can meet the child's needs and this decision is given to the Local Authority, who has the final say when placing the child.

#### **(ii) Pupils Without EHCP**

Many children will have specific needs, but do not have an EHCP. Many have short-term and long-term medical needs; have different learning styles which can be accommodated without additional support or alternative provision; have support from outside agencies for learning difficulties or social/emotional difficulties etc. These pupils are all included in the provision mapping for the class, their needs are met by the Class Teacher and Phase Leader, in conjunction with the SENDCo where required.

## **Transition Arrangements**

We recognise that 'moving on' can be difficult for a child with SEN and are committed to working in partnership with children, families and other providers to ensure that any transition is as smooth as possible.

**If your child is moving to another school:**

We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

**On entry to school:**

There is a thorough induction programme in place for children at each stage of their school journey, which engages parents in this important transition. Children are invited in for taster sessions. An individualised induction programme is implemented to reflect individual circumstances and needs, the focus is on the well being of the child ensuring they feel safe through the familiarity of the experiences they have been provided.

**When moving classes in school:**

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Individual Education Plans will be shared with the new teacher.

Children will have opportunities to meet their class teacher and undertake a 'transition morning' to work within their new class in the Summer Term prior to transition. Some children require a tailored approach to transition, this will see them having a number of experiences which will support them in being 'school ready' when moving onto their new class.

Alongside your child's transition opportunities, Parents/Carers are also invited into school to meet with your child's new class teacher and any other school adults that will be supporting your child. This provides an opportunity for you to receive any information regarding their next year at school and to ask any questions you may have. These sessions also provide the opportunity to arrange 1:1 meetings with your child's new class teacher should you have anything specific you would like to discuss.

As well as Children/Parents developing relationships with the adults they are going to be working with, the Practitioners work together to ensure there is a continuity of support and detailed knowledge regarding each child. This includes the handing over of individual plans, pupil passports, professional reports and any other information which will underpin successful transition.

**In Year 6:**

- Parents/Carers are encouraged to visit their child's prospective school/s when considering their application for a Secondary Place, in order that they have an awareness of the provision on offer;
- The Year 6 staff will meet with the Secondary School representatives to discuss the specific needs of your child and what provision needs to be made. Where appropriate the SEND Lead Practitioner or SENDCo may contribute to consideration regarding transition.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- When children are preparing to leave us, a series of transition opportunities are organised as part of the transition process throughout the year, i.e. Science days, as well as the more formal 'transition day' at the end of the Summer Term.
- At our main 'feeder' Secondary Schools, they facilitate additional opportunities specifically targeted at the more vulnerable pupils.

## **Support for: Relational Approaches (behaviour), Reducing Risk of Exclusion and Increasing Attendance**

The school supports children and families through clear Pupil Discipline and Attendance Policies, with a focus on positive strategies, rewards and incentives. We have a relational approach in our school, which reflects the individual needs of children and families, there is scope within the application of each of the school policies to reflect personalised need.

#### **Attendance:**

- The class with the highest weekly attendance are rewarded in whole school assemblies.
- 100% attendance certificates are awarded to pupils who have managed 100% attendance over the course of a term.
- 100% attendance badges are awarded to pupils who have managed 100% attendance over the course of a year.
- School Leaders are present on the playgrounds at the start of the day to monitor punctuality/attendance.
- Children are supported in developing a good ethic regarding the link between educational opportunity and good attendance.

Where attendance is becoming a concern:

- Parents are encouraged to discuss attendance issues with the class teacher.
- Attendance consultations take place between the child and the head teacher or relevant staff member.
- Support is requested from the local authority attendance team when necessary.
- Consideration is given to the Early Help Process.

#### **Relational Approaches (behaviour) and Risk of Exclusion**

- Personalised class rewards are developed between class teachers and pupils to ensure that these are positive strategies that support all individuals within the setting. These reward strategies are regularly adapted to meet the needs of individual children.
- Individual Relational (Behaviour) Care Plans are developed by class teachers to support the provision in place for specific children. These plans outline positive strategies of support, triggers that can lead to the child becoming dysregulated or disruptive, strategies that do not support the child and emergency procedures should these be necessary.
- Information is gathered from outside professionals such as GPs, Pediatricians or Educational Psychologists to ensure that we are best meeting a child's needs at any time. We then seek to work with these professionals, as well as parents and children, to ensure that support plans can be put in place that are reflective of your child's current needs.
- These plans are reviewed in a timely matter (specific to each individual) and class teachers will share and discuss any amendments with Parents/Carers.
- Where necessary meetings are held with the relevant professionals and Local Authority Officer where a child has been identified as being at Risk of Exclusion, in order to consider appropriate provision and support to minimize exclusion risk.

## Emotional Well Being

We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well being. We have a caring, understanding team looking after our children. Our school provision is firmly based on relational approaches.

All staff within our school are committed to providing quality Wave 1 provision which reflects the 'THRIVE' values. This sees teachers considering the emotional well being of children in all learning opportunities, as well as delivering SEAL and R-Time sessions where social and emotional learning is the primary focus.

Continued Professional Development opportunities are provided for all staff to develop understanding of children's emotional well being. As a school, we work closely with advisory teachers to best develop practice. An example of this is staff training on relational approaches to learning and development.

Across all learning opportunities, school adults model a 'growth mindset' highlighting and valuing learning that takes place and mistakes that are made. Time is dedicated to learning about how our brain can grow and develop, even looking into the neuroscience! Our learning ethos encourages all children to identify mistakes, edit them and feel proud of learning they have achieved.

Emphasis is placed on children understanding their individual needs and valuing difference. This has supported children in working collaboratively to support each other as well as ensuring that children are comfortable with differentiation within their class.

The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parents' initial point of contact. If further support is required, the class teacher liaises with the SEND Lead Practitioner or SENDCo for further advice and support. This may involve working alongside outside agencies such as Health practitioners and Children's Services, and/or the Behaviour Support Team.

We have a Family Support Worker, who can offer support to vulnerable children and families, and provide an essential link with other agencies, this is part of our targeted provision and priority is given to children who are on a plan being led by a Social Worker.

## Keeping Parents Informed



At Haytor View Community Primary School we pride ourselves on building positive relationships with parents/carers. We are open and transparent with parents and invite them to make an appointment with their child's class teacher or the Phase Leader if they have concerns or questions.

Parents are asked to complete a questionnaire termly, responding on various issues including provision, communication and pupil progress.

In the event that parents are not satisfied with the outcomes of discussions or their child's progress, parents should follow this up with the school's SEND Lead Practitioner or SENDCo.

We support and involve parents in their child's learning both formally and informally. This includes:

- Open door policy which provides you with the opportunity for discussions with your child's teacher.
- Parent Consultation meetings
- Annual Report
- Review of Progress for children in individualised plans
- Review of progress for children with an EHC Plan
- Arranged meetings with Class Teacher Phase Leader, SEND Lead Practitioner, SENDCo and/or external professionals, to discuss your child's progress and identify next steps together
- Standard Assessment Tests (SATs) at the end of Key Stage 1 and 2
- Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making
- Additional appointments can be made with your child's class teacher, Phase Leader, SEND Lead Practitioner or the SENDCo by contacting the school office.
- Daily Time to Think sessions to share in your child's learning
- Regular opportunities to view your child's learning and provide positive feedback for your child to read.

Your child's teacher will be able to provide the following information:

- Different ways in which you can support your child at home, both with homework and with individual areas of need.
- How to support your child's reading.
- The next step targets your child is working on.
- A copy of your child's individual education plan.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.

## **What Should I Do if I have concerns about my child?**

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher or Phase Leader initially. It might be considered appropriate to engage the SEND Lead Practitioner or SENDCo in further discussion, alternatively a school based practitioner or external professional who might have specific skills/knowledge. The school operates an open door policy where you are welcome to speak to your child's class teacher or Phase Leader at any time.

## **What Training have Staff had to Support Pupils with Special Educational Needs?**

All staff have access to ongoing training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENDCo has undertaken the National Award for SEN Co-ordination and regularly meets with the Educational Psychologist to ensure she is up to date with changes in SEND.

Each phase has taken part in extensive provision mapping, with the support of Educational Psychologists, to identify what will be provided for children under the graduated approach (detailed under wave 1, 2 and 3 provision below). These provision maps are reviewed on a regular basis at both phase and whole school meetings to ensure that practice is adapting and evolving to best support the needs of all children. Over recent months, Teachers and Phase Leaders have been engaged in the development of Individual Education Plans, for Wave 2 and 3 provision.

## **How Will Staff Support Children with Special Educational Needs**

Every teacher is expected to adapt the curriculum to ensure access to learning for all children in the class. The Teacher Standards 2012 detail the expectations on all teachers, this expectation includes:

- Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using practical learning strategies, visual timetables, writing frames, peer buddy systems, I-Pads, lap tops, social stories or some alternative recording devices.
- Putting into place specific strategies (which may be suggested by the SEND Lead Practitioner or SENDCo or other outside specialists) to support your child to learn, such as adapted materials/ physical aids, e.g. sloped writing desks, coloured overlays, foot stools, move n sit cushions.
- Carefully planned pupil groups to enable specialist teaching.
- Using positive behaviour rewards systems.
- Deploying additional adults/Teaching Assistants to support children with additional needs within the class.

At Haytor View Communtiy Primary School we aim to ensure that all children, make the best possible progress in school. In order to meet the needs of all pupils the allocation of provision follows a graduated approach as follows:

1. Wave 1
2. Wave 2
3. Wave 3

A child may move between the levels of support, depending on their individual need and the success they have as a result of the support put in place. It is the aim that children receiving specified support, move towards the Wave 1 Quality First Teaching/Monitoring element of provision.

### **Wave 1**

Quality first teaching underpins the provision for each child, it is expected the majority of needs can be met through this first wave, as the provision mapping exercise ensures that all children's needs are identified and planned for. The class teacher provides high quality education on a daily basis for all children, which includes adapting and differentiating the curriculum to meet the needs of all pupils, they draw on a range of resources including both practical and physical (this can take the form of individual teachers or learning partners).

### **Wave 2**

If a child's needs relate to a more specific area of learning or development, a time limited intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher, Phase Leader, SEND Lead Practitioner and SENDCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a learning partner. The length of time the intervention is run for varies according to need, but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness of the provision and to inform future planning. If it is felt that there will be an ongoing need to provide intervention for your child, an Individual Education Plan might be developed for your child, in order that there is a holistic plan in place for your child's learning and development.

### **Wave 3**

For children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups, an Individual Education Plan will be developed in order to identify their needs, vulnerability and resulting support required. In partnership with the parents/carers individual targets will be identified and additional support will be put in place to help towards achieving the targets set. The school might seek further advice from other professionals, these specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress.

- You will be asked to discuss your child's progress and needs to plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.

## How are the Schools Resources Allocated for Pupils with SEND

The school has an annual budget from the local authority, the governors decide as part of their budget planning the amount of money allocated for SEND provision. We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available. The SEND budget is used to support the funding of Learning Partners, along with maintaining Wave 1 quality first teaching, in order to meet children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Some money is allocated towards implementing the provision mapping for each phase based on group and individual need, this will include: specific resources, engagement of specialist support, funding review meetings, SEND Lead Practitioner time, SENDCo time, specific interventions, providing additional services not available in school, staff training, securing quality Wave 1 first teaching. Staff deployment is considered at this stage.

Phase organisation is reviewed each year to consider the needs of individual children. This can see re-organisation of staff to ensure specialist skills are utilised to meet children's needs as well as potential re-organisation of classes within phases.

The organisation of staff has been developed within phases to reduce the levels of supply teachers required. This is to ensure that children and parents experience familiarity and are able to develop relationships with school adults. High level support staff are utilised to ensure high quality teaching is delivered at all times, by trusted adults who will have an awareness of your child's needs and a commitment to our inclusive school ethos.

Additional support and allocation of resources are reviewed regularly, evaluating the impact for individual children. Changes may be made to resources so that the needs of children are met and resources are deployed as effectively as possible. Exceptional Needs Funding (E3) may be applied for in order to support the needs of individual pupils with an EHC Plan

When deciding the nature of support a child receives, the needs of the individual pupil are assessed and planned for, taking into account any other professional recommendations. The type of support is then allocated, this is constantly reviewed in order to identify when and where changes in support may be needed, along with impact.

## Working with Other Agencies

As a school we engage with any services which are appropriate to the needs of individual children, often this includes being signposted to private providers. The Services we routinely engage with are:

- Educational Psychology Service
- Communications Interaction Difficulty Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Behaviour Support Team
- Education Welfare Officer
- Child and Adolescent Mental Health Team
- Youth Intervention Team
- Balloons
- Speech and Language Therapy (SALT)
- School Nursing Team
- Occupational Health
- Physiotherapy
- John Parkes Unit
- Specialist Autism Assessment Team
- Medical professionals such as paediatricians and ophthalmologists

*We also engage with any other services/agencies which we are directed to or made aware of, as a result of initial consultation with other professionals.*

## Who Parents can Contact

- Child's Class Teacher – who will best understand your child and their individual needs;
- Child's Phase Leader who has day to day responsibility for implementing SEND provision for each child in their phase;
- SEND Lead Practitioner – Miss Shopland who works with Class Teachers to co-ordinate provision
- SENDCo – Mrs Galling, who works with Phase Leaders to co-ordinate provision
- Devon Information Advice and Support for SEND 01392 383080 [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)
- Parents can also review the Local Authority Offer – the link is on the school's website
- [www.gov.uk](http://www.gov.uk)

## Linked Policies

- SEND
- Complaints
- Equality

## Linked Documents

- Timeline for EHC Needs Assessment and EHCP Application (September 2020)
- Graduated Response to Meeting the needs of Pupils with SEND SEPTEMBER 2020
- Statement on the Implementation of Process of Assessment for Autism as detailed by: Children and Family Health Devon Autism Assessment Service
- Statement on the Implementation of Reasonable Adjustments in accordance with the 'Technical Guidance for Schools in England' (which applies to the provisions in the Equality Act 2010)
- Defining Wave 1 Provision Core Offer for Children Statement
- Defining Wave 1 Provision Core Offer Statement for Parents/Carers

## GLOSSARY

- SEND: Special Educational Needs and Disabilities
- SpLD: Specific Learning Difficulty (i.e. dyslexia)
- MLD: Moderate Learning Difficulty.
- SLD: Severe Learning Difficulty.
- PMLD: Profound and Multiple Learning Difficulty
- SLCN: Speech, Language and Communication.
- ASD: Autistic Spectrum Disorder.
- VI: Visual Impairment.
- HI: Hearing impairment.
- MSI: Multi-Sensory Impairment
- PD: Physical Difficulty.
- EHCP: Education, Health and Care Plan
- SENDCo: Special Educational Needs Co-ordinator
- LA: Local Authority