

St. Oswald's Church of England Primary School



Special Education Needs, Disability and Inclusion Policy

'Teach children how they should live and they will remember it all their life.'

Proverbs 22:6

Through basing our vision on the bible teaching above we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others.

'Life in all its fullness.'

John 10:10

In living out the statement above our vision is to develop resilience and a love of learning, which will enable the children to achieve their aspirations.

Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor's meetings (Termly Progress Reports to Curriculum Committee). This policy will be updated annually and any changes occurring during the year should be updated as soon as possible.

Date approved	Next Review Date	Signed by
October 23	September 24	Susan Varga

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Purpose

This policy is driven by the school's inclusive vision and aims for all pupils to achieve their aspirations. It sets down the guidelines for SEND and Inclusion in the school. It ensures that there is a consistency of approach amongst staff, developing a love of learning and mutual respect between all members of our school community.

It refers to the school's Equal Opportunity Policy, Accessibility Plan and current Disability Discrimination Act. It should be read in conjunction with:

The Children's and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014.

Also see 'The 0 – 25 Special Educational Needs and Disability Code of Practice'.

It should be borne in mind that those issues relating to Inclusion are relevant to **all** those using the school premises.

Audience

This document is intended for all staff. It is also for governors, L.A. inspectors/advisors, parents and inspection teams. Copies are available on the school website and the staff shared drive.

Rationale

St. Oswald's CE Primary School is committed to providing an appropriate and high-quality education to all the children in its community. We believe all children, including those identified as with "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

St. Oswald's Church of England Primary School is a Christian school. Our School Mission Statement states that all children are valued and we believe that all children should be equally valued. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Oswald's CE Primary School teaches about Christian Values both explicitly and implicitly, and this policy reflects our commitment to these values.

St. Oswald's CE Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners in ways that consider their varied life experiences and needs.

We are a UNICEF Rights Respecting School and teach explicitly pupils' rights and responsibilities to all members of our school, local and world community. As a Rights Respecting school we believe this policy links to Articles:

Article 3:

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12:

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 23:

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support for disabled children.

Article 28:

Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31:

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and/or physical

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to any of the four areas of need identified above. The term "inclusion" within this policy specifically refers to learners with 'Special Educational needs and /or disability'.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some stage in their career, may experience difficulties, which may affect their learning, and we recognise that these may be short term or long term. At Oswald's CE Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts; which enable every child to achieve to his or her full potential.

St. Oswald's CE Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parent / carers and the community.

We adopt a policy of equal opportunities; therefore, the school follows the authority guidelines regarding admissions. At St Oswald's CE Primary School, we are able to accept pupils with physical/sensory disabilities as our building, upgraded in 2011, complies with current legislation such as the Disability Discrimination Act.

A committee of Governors will undertake the development and monitoring of the school's work of Inclusion. The SEND Co-ordinator is Mrs. S. Keiley and the SEND Governor is Mrs S. Varga. They ensure that the St Oswald's CE Primary SEND policy works within the guidelines and inclusion policies of the Code of Practice 0 - 25 (2014), Children and Families Act 2014, the Local Education Authority and other policies current within the school.

Objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children

identified as having “special educational needs.”

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated and personalised planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils).
- To provide specific input, matched to the individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parent / carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and lifelong learning.
- To involve parents / carers at every stage in plans to meet their child’s additional needs.
- To involve the children themselves, where appropriate, in planning and in any decision-making that affects them.

Arrangements for co-ordinating SEND Provision

- The SENCO will analyse data in order to identify pupils who are scoring below that expected for their cohort, and who fall within the Intervention and SEND Thresholds.
- At other times, the SENCO will be alerted to newly arising concerns through discussion with other members of staff, parents or by Outside Agencies.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Targets arising from on-going assessment will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles etc.
- The SENCO monitors planning for SEND and, where necessary, supports curriculum planning.
- The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
- Class teachers primarily deliver SEND support through Quality First Teaching (Wave 1). Additional support is provided by the SENCO and by trained Teaching Assistants (TAs) throughout the school. This is funded from the school’s annual budget and Pupil Premium where necessary. The support timetable is reviewed regularly, by the SENCO and management team, in line with current pupil needs, educational initiatives such as English and Maths strategies, and the budget.
- Additional support is funded through individual allocations from the LA (such as High Needs Funding and PEP, Pupil Premium funding.)
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

All TAs have received training from outside agencies, including Speech Therapists and Sefton Specialist Advisory Teachers, along with in-house training from the SENCO. Several TAs have also gained qualifications in SEND support. Children who have been allocated High Needs Funding are supported by a 1:1 TA.

Our Parent Support Advisor, Mrs Julie McNally, is available to offer support and counselling to pupils with Emotional or Behavioural Needs, and their parents. The Pastoral Team works closely with pupils and teaching staff, and liaise with outside agencies for assessment and pupil support.

Depending on their needs, and the level of funding provided, pupils may receive additional support from outside agencies or more intense support by school-based staff.

Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school’s system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional or different needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing, either:

- Differentiated curriculum support within the class (Wave 1)
- Additional support through additional and/or different provision (Wave 2)
- Additional support through highly personalised/individual provision (Wave 3)

Differentiated Curriculum Provision (Quality First Teaching)

All children, including those with SEND, are expected to make progress at St. Oswald's CE Primary School. In order to make progress, a child may only require differentiation of the plans for the whole class and Quality First Teaching. The differentiation may involve modifying learning objectives, teaching styles, and access strategies.

Under these circumstances, a child's needs will be provided for with the whole class planning frameworks and individual target setting. The teacher will record differentiation in the weekly planning sheet. All teaching staff have received professional development in supporting children with SEND.

- **Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.
- The child's progress will be **reviewed** and a decision made about whether the child is making satisfactory progress at this level of intervention.
- The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is progress which:
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap from growing wider
 - Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
 - Matches or betters the child's previous rate of progress
 - Ensures full access to the curriculum
 - Demonstrates an improvement in self-help or social or personal skills
 - Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress **or** where the nature or level of a child's needs are unlikely to be met by such an approach, provision at Wave 2 may be needed.

This provision would be indicated where there is evidence that:

- There has been little or no progress made within existing intervention
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interactive needs

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs.

- The group may be taught by the class teacher or supported by a trained TA.
- The responsibility for planning for these children remains with the class teacher in consultation with the SENCO.
- A child receiving intervention will be monitored to measure progress.

The SENCO will take the lead in tracking pupils with SEND. Parents/ carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parent/ carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where adequate progress has not been made the child will be referred to the relevant

outside agency for assessment. A decision may be made for a more formal assessment by the Inclusion Consultants for SEND (Carol Mack/Claire Thornton) or an Educational Psychologist to take place.

SEND (Wave 3)

Provision at this level **always** includes involvement with **specialist services**. A variety of support can be offered by these services, such as advice to school about targets and strategies, specialised assessment or some direct work with the child. The specialist services should always contribute to the planning, monitoring and reviewing of the child's progress.

School Request for Assessment

For a child who is not making adequate progress, despite a period of support, and in agreement with the parent/ carer, the school may request the LA make an assessment in order to determine whether it is necessary to establish an Education Health & Care Plan (EHCP).

The school is required to submit evidence to the LA whose Moderation Assessments Panel makes a judgement about whether or not a child's need can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health & Care Plans

A pupil with an EHCP in Sefton would usually be educated in a school offering specialist provision. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged to match these targets.

In-house special needs and Inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either as an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

Outside agencies regularly visit school to provide training for individuals or groups to meet staff and pupil needs.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist, Mr Stuart Duckworth, visits the school regularly following discussion with the SENCO as to the purpose of each visit. The local Authority Inclusion Consultant assigned to the school is Mrs Claire Thornton. The school also engages the SEND Consultant, Mrs Carol Mack, for advice, professional development and assessment of pupils.

Specialist teacher support is available from the Sefton SENIS service.

The SENCO liaises frequently with a number of other outside agencies, including:

Social Services

School Nurse

Community Paediatrician

Speech Therapy

Physiotherapy

Occupational Therapy

CAMHS

Educational Psychology

Permission is sought by Parents / Carers before any outside agency is consulted regarding a pupil.

Arrangements for Partnership with Parents /Carers

At St. Oswald's we value the families of all our pupils including those with SEND and actively foster close links between the school and home.

- Staff and parents / carers will work together to support pupils identified as having additional needs.
- Parents / carers will be involved at all stages of the education planning process.
- There is an LA Parent / Partnership office and parents will be made aware of this.
- The SENCO is available to meet with parents to discuss reports sent to them/school from Outside Agencies or other professionals.
- At Review meetings with parents / carers we try to always make sure that the child's strengths and areas for development are discussed. Where we make suggestions as to how parents / carers can help at home, these are specific and achievable. We endeavour to ensure that parents leave meetings with a clear understanding of what action is to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents / carers and distributed on request.
- Parents /carers' evenings provide regular opportunities to discuss concerns and progress with the SENCO as well as teachers. Parents /carers are able to make other appointments on request.
- Regular communication between home and school will ensure that concerns are promptly acted on. However, if parents/carers feel this has not happened adequately parents /carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints policy sets out the steps in making a complaint in more detail.
- A member of staff will accompany parents on visits, if required, when pupils may be transferring to other schools.

Pupil Voice

At St Oswald's CE Primary School, we respect the views of all the children in our care. All pupils and teachers meet regularly to discuss individual achievements, attainment and targets through the Assertive Mentoring system.

New person-centred One-page profiles have replaced the Pupil passports and pupils contribute fully to the profile.

The staff ensure that children on the SEND register are included in any pupil voice surveys being carried out across school. Children on the SEND register will also be represented in the school council, ethos group and any other school voice representations.

Links with other schools / Transfer arrangements

The EYFS work closely together and prepare pupils for transition. Early identification is facilitated through liaison with the Health visitor and other Outside Agencies as well as Baseline assessment and on-going observations.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCO will telephone to further discuss the children's needs. The SENCO will speak to the new teachers of pupils transferring to other schools, on request.

The SENCO and / or Year 6 teacher meet with the SENCOs from Secondary Schools to which children are transferring. Enhanced transition arrangements are made for children with an additional level of need.

A member of our own staff may escort parents of pupils with SEND on their visits to Secondary schools if this is requested.

Links with Health and Social Services, Educational Welfare Services and any Voluntary Organisations

The school regularly consults with NHS professionals. Referrals will be made as appropriate either directly or the School Nurse. There are a number of voluntary organisations supporting SEND and the SENCO, along with the Parents Support Advisor, will help parents locate relevant addresses and information if parents request this.

Inclusion Principles

Staff at St. Oswald's CE Primary School value pupils of different abilities and fully support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is a flexibility of approach to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment

St. Oswald's CE Primary is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments. The school is built on two levels with stairs and a lift from the ground floor to the first floor to allow disability access. Entrance to the building is through the main lobby with wheelchair access via a ramp from the car park.

The Nursery, ICT Suite and Family Room, which is also used for Parent Courses, are accessible to wheelchairs and there is a disabled toilet in the main foyer.

There is currently no shower or changing facilities but there are laundry facilities in the Nursery.

There are markings on steps for any visually impaired pupils and adults using the school site.

The school has been assessed by the Hearing Impairment team and it was found that our classrooms provide good acoustic conditions having partial carpeting, blinds and quiet areas to minimise the effects for pupils with hearing difficulties. There is also a hearing loop at the school office.

There are two bays reserved in the car park for those requiring disabled access and there is a ramp leading to the main entrance.

Children requiring equipment due to impairment will be assessed in order to gain the support and/or the resources they require.

Details of our plans on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning in the curriculum

(See also School Accessibility Plan)

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning. The school will ensure that extracurricular activities are barrier free and do not exclude any pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources where this is appropriate.

Health and Safety

Any sensory chews and ear defenders must be provided by school and should come from a recommendation on a report from a professional. School will purchase high quality resources from trusted providers. They must not be sent in from home. If a chew starts to show any signs of wear and tear that could result in a piece being swallowed or a choking risk, it must be disposed of and replaced.

Sensory chew toys must be selected on a child-by-child basis, although broad advice would be to only use pencil toppers from Y3 upwards. Chews on easy-release cords may be suitable for younger children, but can be used for any age.

Observations / discussions with parents may help inform which chew to select, depending on where in the mouth the child chews/sucks and the level of pressure they apply – some children may prefer a softer/untextured chew.

Access to Information (See also School Accessibility Plan)

All children requiring information in formats other than print would have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/ peer support/ additional adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer / additional adult scribing.

St. Oswald's CE Primary uses a range of assessment procedures within lessons (such as recording, role-play, drama, digital camera, I Pads and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Details of our plan to improve access to information, with targets, are contained in the school's Accessibility Plan.

Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as those without additional needs. (See Admissions Policy.)

There is one Reception class and provision will be made prior to entry to this class to ensure a balance of provision and opportunity are provided.

Incorporating disability issues into the curriculum

The SEMH curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disability organisations on appropriate resources.

The library resources will be reviewed regularly to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority will be given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available.

Terminology, imagery and disability equality

The school has had disability training and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with name-calling relating to special educational needs or disability under our Anti-Bullying Policy. We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Listening to disabled pupils and those identified with having additional needs

St. Oswald's CE Primary encourages the inclusion of all pupils in the School Council and other consultation groups.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, by discussing their achievements with them and giving them an opportunity to comment on their achievements and help set new targets.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents / carers

We have some parents with literacy difficulties or EAL and we ensure that information is given to them verbally and is understood by them. Translation apps may be used where needed. Staff will support parents / carers with language difficulties by reading reports to them, scribing for them on forms, and in helping them access information in the wider community.

Disability equality and trips or out of school activities

St. Oswald's CE Primary School tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our after-school activities.

Support Services

Further support for the parents of pupils with SEND and/ or Disability can be found on the Sefton website: <https://www.sefton.gov.uk/localoffer>

Evaluating the Success of the School's SEND and Inclusion Policy

We analyse the data we have on the percentage of our pupils with SEND, compared to the percentage in similar schools and their peers. We track pupils' progress and their attainment and use this analysis to help with our provision map.

We report on pupils' progress to the governing body, who in turn report to parents / carers through the Governors' Annual Report. This Annual Report will also include the details of SEND provision and of the Accessibility Plan, along with the information required by the Disability Discrimination Act.

The SENCO provides information to the governing body as to the number of pupils receiving special educational provision. The Head will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

SEND and Inclusion will be a standing agenda item at all Curriculum Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Head will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on the school website

Glossary

Advisor: Local authority officer who monitors and evaluates the work of schools, gives advice and support, and arranges training for teachers.

Annual Review: Review of Statement of special needs which an LA must make within 12 months of drawing up the statement, or of a previous review.

Code of Practice: Non- statutory guidance to schools and local education authorities (LA's) about the help they can give to children with SE. Schools and LA's must have regard to the Code of Practice when they deal with a child with SEND.

DfE: Department for Education

Disapplication: Aspect of the National Curriculum or its assessment arrangement which no longer apply to an individual child.

EAL: English as an Additional Language

EHCP: Education, Health & Care Plan

Educational Psychologist (EP) A psychologist whose work is concerned primarily with the behaviour and psychological & educational development of children and young people within the context of home, school and community.

Intervention: a programme of work or small group support in a particular area of learning.

Key Stages

Foundation Stage - children in Nursery and Reception

Key Stage 1 children in Years 1 and 2

Key Stage 2 children in years 3, 4, 5, and 6

Learning Difficulties: A child who has learning difficulties if he / she finds it much harder than most children of the same age.

LA: Local Authority - body responsible for providing education and for making statutory assessments and maintaining statements.

Mainstream school: A non-specialist school, accessed by the majority of children.

MLD: Moderate learning difficulties.

SEMH: Social, emotional and mental health

SEND: Special Educational Needs and Disability

SENIS: Special Educational Needs and Inclusion Service

Targeted Intervention: a programme of work for one pupil or very small group of children for support to meet a specific learning objective.