Biddick Primary School

Biddick Primary SEND (Special Educational Needs/Disability Policy)

Updated July 2024

Signed: Wendy Fowler Headteacher
Viv Low Chair of Governors

This SEND policy is a key document to support the best inclusive practice in our school.
It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community. It complies with current statutory requirements and guidance set out in relevant legislation and documents. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb. 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- The SEND Ranges (2019)

This policy should be read in conjunction with Special Educational Needs School Report and Local Offer (these can be found on our school website www.biddickpns.co.uk); Anti- Bullying Policy; Safeguarding Policy; Behaviour and Discipline Policy; Disability and Discrimination policy.

Responsibility for the Co-ordination of SEN/D Provision

Head Teacher: Mrs Wendy Fowler
SENDCo: Miss Carling Baggott carling.baggott@biddickprimary.org.uk
SEN/D Governor: Mrs Sharon Jobling contacted via school telephone 0191 4151510

Introduction

At Biddick Primary School we provide a broad, balanced and creative curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that means they have special needs and therefore require suitable provision to enable them to participate effectively in curriculum and assessment activities and the life of the school. This may involve making 'reasonable adjustments' (Equality Act 2010). A 'Reasonable Adjustment' is a change in teaching style, resource or placement that removes the barrier to learning and enables the child to access learning or carry out day to day activities.

Children may have special educational needs either throughout or at any time during their time in our school. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The "Disability Discrimination Act" identifies that some pupils with disabilities may also have learning difficulties that require special educational provision. However, not all children with a disability will have a special educational need but may still have rights under the "Disability Discrimination Act". Each child's need will be assessed and our school will make reasonable adjustments and or provide appropriate provision according to their needs.

What is SEND?

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

a) have a significant 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 the educational facilities generally provided for others of the same age in mainstream schools or a mainstream post-16 institution.

A child under compulsory school age has special educational needs if they fall within the definition in (a) or (b) or would, if the special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.
Child & Families Act 2014, section 2014

Our Mission

We want our children to: feel happy, safe and valued; be confident, independent and unique individuals; challenge themselves and take risks in their learning; show respect for themselves, others and the environment; develop the skills and resilience to take on the next stage of their learning journey.

Together for Children SEND Ranges 2019

In September 2019 the LA launched the SEND Ranges 0-25. The ranges will provide a framework for all professionals working with the pupil and will give clarity for parents and families in terms of what their child's

needs are and what they will receive to support this. They have been made using all agencies in Sunderland and with additional outside advice so it will hopefully mean children across the authority will receive consistent and targeted support to suit their needs. We endeavour to place our children within The Ranges in Autumn Term 2019 and you are welcome to discuss this with your child's class teacher or a member of the SEND team at your next review meeting, or before by making an appointment. You can download a copy of the SEND ranges from our SEND page of our school website. A parent guide to The SEND Ranges can be found at https://sunderlandpcf.co.uk/send-ranges-2019/

Our Aim & Objectives

At Biddick Primary and Nursery School we aim to provide a caring and supportive learning environment that enables all children 'to be the best that they can be' and achieve their potential.

Objective 1: Early Identification

Staff will seek to identify the needs of SEN as early as possible through gathering information from parents, education, health and care services and EYFS (Early Years Foundation Settings) prior to the child's entry into school. As children move through the school their progress is carefully monitored and any child who fails to make progress or a teacher suspects a child may have a learning difficulty, interventions will be put in place. Targets will be set and shared with the children and pupils, these include reasonable adjustments that need to be made to enable that children to access learning. After evaluation, any child who is failing to narrow the gap between them and their peers through provision will be considered for a SEN Support plan. Parents/Carers will be informed throughout the process and involved in the setting, achieving and evaluation of targets. Pupils will be at the centre of the process and will help formulate the targets, supported by parents/carers and teachers.

Objective 2: Partnership with the parents and Child

Staff will work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes helping them and involving them in SEN procedures and practices and providing regular feedback on their child's progress. Parents and the child will help identify targets and outcomes and evaluate their successes at termly meetings. Children on our SEN register will be given the opportunity to discuss their opinions and feelings to inform future targets and adjustments in an age appropriate way throughout the process.

Objective 3: Be open and honest

Staff will be open and honest about the child's SEN/D and policies and procedures in school. Parents will have access to records held about their child and be included throughout the 'Assess-DO-Review' system used annually in school. Parents' views will be recorded during the reviews held termly and parents and children will be asked to set targets and outcomes.

Objective 4: Closely monitor and evaluate successes of all SEND Provision

Children who are off track and in need of extra provision to narrow the gap will be provided with interventions to help fill in the gaps and enable them to make progress in line with their peers. Outcomes will be identified and targets set to achieve these targets. This will be monitored and evaluated by SEND Co-ordinator. Reasonable Adjustments will be made to improve chances of success, after evaluation if more is needed teacher and SEND team will consider moving the child on to SEN Support Plans. In line with Sunderland LA assessment, we will be assessing children against the SEND Ranges document that we can ensure we deliver the right level of support for all our pupils with SEND, taking into account pupils may have more than one SEND under the code of Practise. Using this document, alongside class teacher assessment, we will offer provisions across school that are intended to narrow the gap between pupils with SEND and the rest of the class. This will include use of Teaching Assistant to create small groups of intensive support in lessons, access to specialist support from an external agency, use of an ICT program or extra work given outside Maths and English intended to 'boost' learning or offer 'pre-learning'. All these provisions will be managed through provision maps, which will identify expectations for the end of the provision, the nature of the provision, staffing and cost. Every provision will be evaluated against intended expectations and adapted to ensure pupils benefit from them.

In addition, SEN Support Plans will identify outcomes, targets and be evaluated in a more detailed way. Outcomes are reviewed at least every term and adapted to ensure all children are given the optimum provision that ensures maximum success. These will match to the provisions on the school provision maps.

Objective 5: Use a tiered response

At Biddick Primary we acknowledge that children with SEND need to be recognised as individuals and that some children need higher amounts of provision and support. We use a tiered response that reflects the level of provision and support used. This is to replace the loss of the School Action and School Action Plus categories that are no longer to be used. ***(SEN Act 2014)*** The implementation of the new Ranges will ensure that school

is measured by the Local Authority that they are using a tiered response and will identify the level and type of support needed for all pupils with SEND.

Identifying SEN/D

Staff will endeavour to identify if a child has SEN/D at the earliest point after entry into school. "It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay……can give rise to a learning difficulty and subsequently to loss of self-esteem, frustration in learningand to behaviour difficulties" (SEND Code of Practice Sept 2014: pg 86, sect 5.36)

Parents will be informed at the earliest instant that there are concerns and information will be sought from them. Staff will be open and honest about the needs of the child and what provision will be needed to enable them to access the curriculum. Teachers will work alongside TA's/Nursery Nurses and the SENDCo to identify targets and outcomes for the specialist provision to be provided. These will be shared with the parents and parents will become involved at the onset. SEN Support plans and registration on the SEN/D register will only happen, where:

- Quality First Teaching, with suitable adaptation has not enabled the child to thrive.
- Small group provision/Interventions has not helped narrow the gap and a higher level of targeted support is needed.
- A child has significant difficulties or a diagnosis of SEN.

The needs of the whole child are considered and not just the special educational needs. Children are included with their peers for as much of the day as is appropriate. Children are categorised as SEN under the following headings:

- Communication and interaction: (Speech, Language & Communication (SLC); Autistic Spectrum Disorder (ASD)
- Cognition and learning: (Severe Learning Difficulties (SLD); Moderate Learning Difficulties (MLD); Profound & Multiple Learning Difficulties (PMLD); Specific Learning Difficulties (SpLD))
- Social, emotional and mental health
- Sensory and/or physical needs: (Visual Impairment (VI); Hearing Impairment (HI); Multiple Sensory Impairment (MSI); Physical Difficulties (PD))

Children with EAL/LAC or those being in receipt of a pupil premium grant may also have SEN but will not be considered as SEN just because of their circumstances. In addition, some children may have a disability and through 'reasonable adjustments.' according to the Disability Equality Legislation, will not be SEN.

A Graduated Response to SEN/D support

All children will follow a graduated response; reasonable adjustments are made from the onset and are recorded by the class teacher on their One Page Profile so that anyone supporting that child is aware of their needs.

- High Quality Teaching- This is for all children, including those with SEN/D. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils' access support from: teaching assistants, Nursery Nurses or specialist services. In most cases, adaptation is the first step in supporting and responding to children who may have SEN. Children who have previously been SEN may also be supported as part of monitoring.
- Provision- Children who are not thriving, despite an adapted curriculum will be given a provision. This may involve group or individual work with an additional adult either during or in addition to lessons (depending on need). Children will have outcomes identified; targets set and provision attached. This will then be evaluated termly (at least, more typically each half term) and adjusted to try and increase success for the pupils. This will generally support children to narrow the gap and prevent the need for an SEN support plan.
- Specialist Provision- for those children, who despite high quality teaching and extra provision are not making 'adequate progress' and the gap between them and their peers is significant. It is at this point, that children will be placed on the SEN register under the most appropriate category and parents will be informed of school's intention to do this. Teachers will work with parents and the SEN Team to create a SEND Support Plan, allocating specialist provision to help raise levels and support the child in making better progress through removing barriers to learning. Children will still receive 'High Quality Teaching' in addition to 'specialist provision' to remove the barriers to learning.

- Involving External Services- Staff will closely monitor the children's progress against expected outcomes and the successfulness of the SEND Support Plan. In some cases, external services may be needed to remove the barriers to learning in addition to the two other tiers. The SENDCo will work with the teacher and parents to access the most appropriate service, this may include: CAMHS (Child & Adolescent Mental Health Service), CYPs (Child & Young People's Service), EPS (Educational Psychology Service) , SaLT (Speech & Language Therapy), DLD (Developmental Language Disorder Team), AOT (Autism Outreach Team), OT Occupational Therapy, KS1/2 BIT (Behaviour Intervention Teams), Language and Learning Support Team.

- Referral for an Educational Health Care Plan- If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This is usually requested by the school, but can be requested by a parent or Health or Social Care. This will occur where the complexity of the need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. Parents will be involved from the onset and be included as an equal partner throughout the process.

Assess-Plan- Do- Review

An integral part of school for all children is assessment, this is especially important for those children with SEN/D as this enables us to plan and support their individual lneeds.

Assess: Children are assessed formally within class in Reading, Writing, Maths and in Spelling, Punctuation and Grammar. In addition children are informally assessed daily in lessons. The adult providing their support constantly assesses their achievement against daily lesson targets, targeted specifically to removing barriers to learning. In addition their targets on their SEN Support Plan or provision maps are assessed at least every half term. Some children will receive assessments from external professionals or specialist assessments such as Dyslexia Screening Tests or Overlay assessments from either the FS/KS1 or KS2 SENDCo. In Key Stage 1 and 2 children are formally assessed termly using assessment tools based at the child's current working age; this may not be at the level of your child's current school year, but at the year group objectives where they are making progress. All assessments will be incorporated into teacher's assessments and feed into the next aspect of 'Plan'.

Plan: Class Teachers are responsible for the planning of children with SEN/D on a daily basis, targets are provided through SEN Support Plans . The FS/KS1 or KS2 SENDCo oversees any child's targets with an Educational Health Care Plan, which incorporates targets from multiple agencies, e.g. education, health and social care. The Head Teacher will plan all provision with the SEN Team, using funding within the school's allocated SEND budget, ensuring all children with SEND receive the maximum amount of support from TA's. Teachers, alongside TA's and SENDCOs will create a provision map identifying provisions for each term, generating outcomes and staffing/resourcing the provision. This will also be costed.

Do: The school endeavours to provide high level of support for all children with SEN/D and constantly reviews its practices to ensure all provisions within school are effective. Children will generally receive 10-15 hours of time receiving a specialist provision each week. This is significantly higher for those children with an Education Health Care Plan. We provide a range of specialist provisions within school across the core subjects and continually review the provisions on offer and what is needed for the current cohort, these are planned through termly year group Provision Maps.

Review: For children on the SEN register within school a formal review is held each term, attended by parents and children. The children are encouraged to assess their achievements against the targets and outcomes on the Support Plans. The views of parents, children and any other key professional are sought and new targeted outcomes are set for the following term/half term. The SENDCo attends reviews annually for those children considered to have significant SEN/D within school, in addition to any key professionals involved with supporting the child and family. For those children with an Education Health Care Plan, the FS/KS1 or KS2 SENDCo oversees the annual review alongside the Head Teacher and completes all relevant paperwork to be returned to Together for Children Sunderland. For those children in Year 5 and 6, the KS2 SENDCo invites a representative from the receiving secondary school to reviews so that parents and children are able to share their views with the next key professional in their educational journey. Multi-professional meeting can be held for any child with a SEN Support Plan if there is a need and can be requested through the SEND Team. At the end of each term, provision maps will be evaluated and a new one created, using up to date summative and formative assessments.

Entering & Exiting the SEN Register

Children will only enter the SEN register if they fulfil the criteria for SEN (SENCode of Practice 2014). Parents are invited into school to discuss concerns and staff, alongside the FS/KS1 or KS2 SENDCo will inform parents of provision to be used to remove the barriers to learning. Parents must agree to their child being part of the SEN

Register and see themselves as partners in supporting their child in the future. We have formal systems in place to ensure all children are placed on the SEN register as soon as possible, to optimise the effect of early intervention and review progress to ensure children need to be on the register or that the level of support is appropriate.

Step 1: Review is held with Parents and the Class Teacher to discuss concerns and the suspected 'barriers to learning.' Parents will be told what SEN category the child is to be placed on and what provision is to be offered and by whom. The FS/KS1 or KS2 SENDCo may also attend this meeting, particularly if there needs to be external agencies involved. Letters will be provided with further information for parents on what a support plan will mean for their child.

Step 2: Children are placed on the SEN register, under the most appropriate category. SEN Support Plans are written and shared with parents and the child at the earliest opportunity. Referrals are made, if this is appropriate.

Step 3: Children undertake the specialist provision. Reviews will be held every term, discussing with the parents and child, plus any key professional, progress made and next steps.

Step 4: Annual reviews assess the overall outcomes for the year and set new targets and outcomes for the following year. If there is a change in school or the child is in Year 5 with an EHC Plan, a transition meeting is held with attendees from the receiving school.

Step 5: If the child is now at the appropriate level to their peers, a review will be held with parents and will be removed from the SEN register after a period of monitoring. Timescales will be agreed with parents. Once removed, children will be carefully monitored, through a provision map to ensure further SEN support is not needed.

How do we support Pupils and Families?

We outline what provision is offered in school on the 'SEN Information Report' on the school website. In addition Sunderland Council, through Together for Children Sunderland provides further information on support across the authority published under 'SEND LocalOffer' available from Sunderland Information Point website. https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0

Admissions to school

If parents wish a child with SEND to be admitted to Biddick Primary School, the school adheres to the Local Authority Admissions Policy. Information can be found at https://www.sunderland.gov.uk/media/24252/Admission-to-primary-school-booklet-2023-2024/pdf/Primary_Booklet_-_2023-24.pdf?m=638003864739630000

If your child has an Education Health Care Plan (EHCP) their admission is agreed under procedures set out in the Children and Families Act 2014. Towards the end of the EHC needs assessment and plan development process, at the point where a draft EHC plan is sent to the parents of the child, or to the young person themselves, no educational placement is named in Section I of the plan. The parent, or the young person, may then ask for a particular institution to be named in the plan. From this point onwards, the process varies according to the type of educational institution that is the preference of the parent of the child, or the young person him or herself. You must either apply online or request an application form to ensure that the Local Authority is aware of you school preference. The parent or the young person can request that our school is named in an EHCP. If a parent or a young person makes a request for a particular named school or nursery the local authority must then consult the establishment and must name that school or college in the child or young person's EHC plan unless the school or college is unsuitable to the child or young person's age, ability, aptitude or special educational needs; or the child or young person's attendance at that school, or other institution, would be: incompatible with the efficient education of others; or incompatible with the efficient use of resources. If any of these conditions apply, the local authority is not required to name the requested school or other establishment in the EHC plan. If the school is named as a request for a particular school within the young person's EHC plan, that school must then admit them.

Accessing Services

The FS/KS1 and KS2 SENDCos work with a range of specialist services that can offer additional specialist advice or provision. These are accessed through either a direct referral to the service (Educational Psychology Service; Speech & Language, Autism Outreach Team, Language and Learning Support, Child & Adolescent Mental Health) or through the Early Help process to access multiple services or Health/Social Care and Behavioural Services. (Key Stage1/2 Behaviour Intervention Team, Children's Services, Hearing/Visual Impairment Team). In addition, parents can access some services directly through their GP or by getting in touch with Sunderland's Early Help team. The new SEND guidelines, using the SEND Ranges advise that children can access services within Range

3; however, we will discuss any referrals with parents/carers in person so that you are aware of any information needed.

Exam Support/Modifications

At Biddick Primary, we always endeavour to ensure children with SEN/D receive as much support as we are permitted to offer so that they can access formal exams. In Year 2 and 6, the children sit formal assessments (SATs). We adhere to current access/modification arrangements, which alter annually. Where possible or appropriate, children with SEND may be provided with extra time, comfort breaks, readers in certain assessments, scribes, access to laptops, larger print texts etc.

If your child is able to access any support or modification the class teacher will contact you and discuss exam arrangements. The Head Teacher alongside the Leadership Team oversees all exam arrangements.

Supporting Children with Medical Conditions

Biddick Primary will work alongside health professionals and other support services to ensure that children with a medical condition receive a full education. This may involve flexibility and part-time schooling, with the remainder of time at an alternative provision arranged by the local authority. The staff and governors will endeavour to focus on the individual needs of the child.

As part of transition, the FS/KS1 or KS2 SENDCo/Head Teacher/Deputy Head/Medical Lead/Class teacher will attend meetings prior to the child starting Biddick Primary so that they are fully aware of the medical needs of the child and what provision needs to be put in place. An Individual Health Care Plan will be written using advice from the key medical professionals, parents, the child and any other key professionals. This will be shared with key members of staff.

Individual Healthcare Plans will be reviewed regularly to ensure that the child's medical needs haven't changed and that the school is still providing the appropriate support. If the child has a EHC Plan this will be incorporated into the reviewprocess. (See Medical Policy for full details)

Assuring quality of SEND Provision

The SENDCo and SLT monitor the progress and movement of children within the SEN system. They attend Annual Review meetings of all children at SEN support and are part of the process in setting targets for the next year. The SEN team monitors and tracks the progress of all SEN children termly and has regular meetings with the Head teacher and with the governor who has responsibility for SEN. Regular review of policy, practice and provision leads to continued improvement in the development of SEN at Biddick Primary and Nursery School. The inclusion team also monitor planning, children's work and the classroom environments to ensure the children are given the optimum conditions to succeed.

Training & Resources

In order to maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. A rigorous system of CPD ensures that staff receive regular training in SEN/D, co-ordinated by the Head Teacher and SENDCOs.

New staff in school undertake a detailed induction program to familiarise them with SEN/D provision and practice in school and access training to enhance their understanding of SEN/D and the individual needs of the children within their class.

The SEND Team regularly attend training from the Together for Children Sunderland and the network meetings held regularly, in order to keep up to date with local and national updates in SEND.

School has links with the local Specialist Provision/schools and regularly sends staff to access training.

The Role of the SENDCo

- to manage the day to day operation of the SEN policy;
- to co-ordinate the provision for and manage the response to children's special educational needs;
- to support and advise colleagues;
- to oversee the records of all children with SEN;
- to act as a link with parents;
- to act as a link with outside support agencies;
- to monitor and evaluate the special educational needs provision and report to the governing body;
- to manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- to contribute to the professional development of all staff;

- to be responsible for maintaining the SEN register.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body aims to secure the necessary provision for any pupil identified as having special educational needs. The governing body has identified a governor to have specific oversight of Biddick Primary's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the development of funding, equipment and personnel.

Storing & Managing Information

All documents held regarding a child are stored securely within school and within a secure online chronology. Parents have the right to see any documentation held about their child through contacting the SEND Team. Files are transferred to the receiving school within two weeks. Documents are securely stored until the child reaches the age of 25 and are then destroyed. Our information management is in line with all 2018 GDPR guidelines. Behavioural, medical and additional information may also be stored on CPOMS, this will also be transferred electronically to a feeder school when the child transfers.

Reviewing the Policy

This policy will be reviewed annually and will be amended in line with any statutory changes.

Accessibility

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that brings feelings of success and achievement;

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is adapted appropriately and assessment informs next steps in learning. Marking and specific feedback identify development points to improve children's understanding.

Individual and group provisions have a small step approach which ensures children experience success. Children are supported in the classroom and access Quality First Teaching, however there are times when, to maximise learning, it is necessary to withdraw children in a small group or one to one.

At Biddick Primary School, we make reasonable adjustments to accommodate children with a disability or additional need (see accessibility plan). We have two designated sensory areas and additional sensory equipment for classrooms for children to use on a daily basis for sensory de-stimulation.

Partnership with Parents

Biddick Primary works closely with parents in support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The school prospectus and website contains details of our policy for special educational needs and the arrangements made for SEN children at Biddick Primary School. Our inclusion team has an open- door policy where we are able to be contacted by email, telephone or face-to-face for any questions or concerns a parent may have. We are striving to promote the sense that our parents of children with SEND are 'not alone' and have held ASD support sessions, shared useful groups/resources and signposted additional support if needed.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care and welfare of their child, an appointment can be made by them to speak to the Head Teacher or a member of the SEND Team, who will work to resolve the issue.

Safeguarding Children

At Biddick Primary, safeguarding children is a priority. In line with the safeguarding policy, all staff are responsible for the care of children with SEND. We recognise that, statistically, children with behavioural and learning disabilities are most vulnerable to abuse and bullying. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse and bullying.

Bullying is dealt with in line with our school policy and procedures and strict protocols are in place. We have a proactive approach to bullying through:

- educating children about types of bullying

- anti – bullying week
- involving children in the development of policy and practice through Pupil Power (school council)
- PSHE lessons

The school will support staff, through in-service training and advice from designated teacher Wendy Fowler, nominated deputies Debbie Percival Together for Children Sunderland.

Staff should be aware that pupils with communication difficulties are vulnerablebecause they are unable to express themselves to others. Changes will therefore be exhibited through behaviours or signs.

If staff are concerned for the care or welfare of any child they should seek advice from the Safeguarding team in school.

This policy has been written using advice from the following documents:

- *Supporting pupils at School with medical conditions, DFE, Sept 2014*
- *The Equality Act, 2010*
- *Special educational needs and disability code of practice: 0-25 years, DFE, July 2014*

Policy Agreed on

By *Carling Baggott* SENDCO

SENDCO

Debbie Percival Deputy Head

Wendy Fowler Head Teacher

Sharon Jobling SEND Governor

To be reviewed September 2025.

GLOSSARY OF TERMS

SEN- Special Educational Needs
SEN/D- Special Educational Needs/Disability
SENDCo- Special Educational Needs/Disability Co-ordinatorASD- Autistic Spectrum Disorder

PM- Provision Map
ITP- Individual Target Plan
EHC Plan- Education Health Care Plan
SAT's – Standard Attainment Tests

EP- Educational Psychologist
CYPS – Children and Young People's Services
CAMHS- Child & Adolescent Mental Health Service CYPS- Tier 3 CAMHS (Paediatricians)
SaLT- Speech and Language Therapy
DLDT – Developmental Language Disorder Team
HI/PI- Hearing Impairment/Physical ImpairmentAOT- Autism Outreach Team

Together for Children Sunderland – (may also be referred to as the Local Authority/LA)