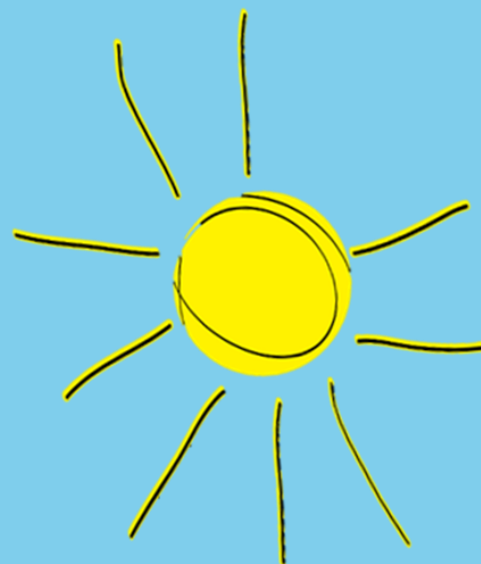


# Tydd St Mary & Weston Hills Church Schools Federation



## SEND policy Information Report (Easy read)



A guide as to how  
pupils with Special  
Educational Needs  
and Disabilities are  
supported at Tydd St  
Mary & Weston Hills  
Church of England  
Primary Schools

[Flesch-Kincaid Reading age : 12-14 years]

*This report is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2014, SI 2014 1530 Special Educational Needs and Disability Regulations 2014, Part 3 Duties on Schools – Special Educational Needs Coordinators, Schedule 1 regulation 51– Information to be included in the SEN information report, Schedule 2 regulation 53 – Information to be published by a local authority in its local offer, Equality Act 2010, Schools Admissions Code, DfE 1 Feb 2012, SI 2012 1124 The School Information (England) (Amendment) Regulations 2012, SI 2013 758 The School Information (England) (Amendment) Regulations 2013. It should be read alongside the school's SEND Policy.*

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# Our vision and values for SEND



At Tydd St Mary & Weston Hills, **we are proud to be inclusive schools**, welcoming and including children with a range of learning, social, emotional, communication and physical needs and disabilities to our school. We teach acceptance, inclusivity and understanding of SEND to all pupils and actively promote diversity across the school.

We work hard to get to know every child in our care and **identify SEND** through a range of effective assessment tools and approaches. We believe in **early identification of need** and do not need to wait for formal diagnosis to enable children to access the support they need.

We **work well as a team** and seek the views and input of children, parents and other professionals as part of this.

All staff **have high expectations of children** and set challenging targets and outcomes.

We have **clear plans** to support children in achieving these goals and provide parents with details of these.

We run a range of specific, targeted and **effective interventions** but believe that children are best supported by **outstanding classroom practice and high quality teaching**.

We want **every child to reach their potential** and want to support children and their families in diminishing barriers to achieving this.



## Our Inclusion Team

**If you have concerns about your child, your first port of call will be your child's class teacher who will be happy to meet with you to explore these further. Depending on any needs identified, the class teacher will discuss these with the most appropriate member of the inclusion team.**



Every school has to have a qualified person to manage SEN, called the SEN coordinator (or SENCo for short).



At Tydd St Mary the SENCo is **Mrs Dawn Howell**. She is a qualified SENCo and has had many years teaching experience in the primary sector.

She works on Mondays mornings and Wednesdays during term time and can be contacted on 01945 420269 or via email on [enquiries@tydd-st-mary.lincs.sch.uk](mailto:enquiries@tydd-st-mary.lincs.sch.uk)



At Weston Hills the SENCo is **Mrs Amy Spelman**. She is a qualified SENCo, primary teacher and is a specialist teacher for dyslexia and dyscalculia.

She works on Mondays and Thursdays during term time and can be contacted on 01406 380309 or via email on [enquiries@westonhills.lincs.sch.uk](mailto:enquiries@westonhills.lincs.sch.uk)

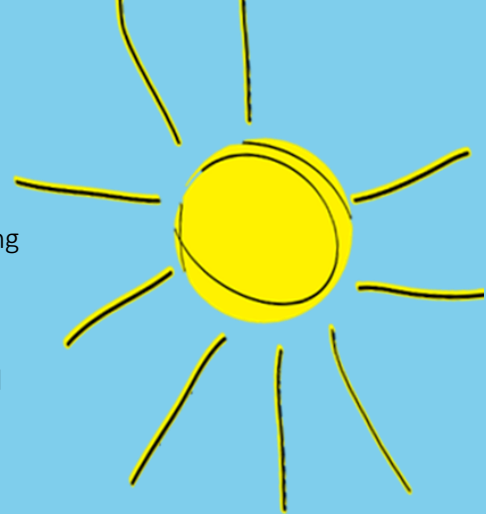
Mrs Holly Rodgers is our trained ELSA and pastoral lead across both schools.



Miss Amy Wantling is our ELKAN trained speech and language support lead across both schools.

# Staff expertise and training

We are very proud to have a **highly trained staff**. We believe that investing in training and keeping up to date with the most effective techniques in supporting children's difficulties enables us to put the right strategies in place for them.



All teachers and TAs have had the following awareness-level training:

**dyslexia, autism, behaviour as communication, epilepsy, asthma, social, emotional and mental health difficulties.**

The following members of staff have received the following enhanced and specialist qualifications for SEND:

**Mrs Dawn Howell** - SENCO - National Professional Qualification for SEN Co-ordination

**Mrs Amy Spelman** - SENCO - PG Diploma SpLD (Dyslexia), SpLD APC (Patoss), National Award for SEN coordination, ELKLAN (Level 3) Speech & Language Support for Verbal Children with Autism Spectrum Disorder (ASD), PG Diploma Dyscalculia and Maths Difficulties.

**Mrs Holly Rodgers** – Emotional Literacy Support Assistant qualification

**Miss Amy Wantling, Mrs Vanessa Neale, Mrs Helen Fletcher**— ELKLAN Speech and Language Qualification

Where a training need is identified beyond our current expertise, we will find a provider who is able to deliver it.

Training providers we can approach are: The Specialist Teaching Service (STT), the Working Together Team (WTT), the Behaviour Outreach Service (BOSS), Healthy Minds Lincolnshire, NHS Speech and Language Therapy Service, The National College of School Leadership and other external providers.



## Our Local Offer



A 'Local Offer' gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area. Lincolnshire County Council publishes their Local Offer on their website: <https://www.lincolnshire.gov.uk/send-local-offer>

The school also utilises the Local Offer in meeting the needs of pupils with SEND in the school. This includes but is not limited to:

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service through completion of an Early Help Assessment
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy, assessment or advice
- Consultations with specialist teachers—including Early Years Specialists (EYST) and Sensory support Team (SEST)
- Information and Advice Service Lincolnshire (ASKSaLL)
- Link to Disabled Children's Service for support to families for some pupils with high needs, St Francis Special School, Lincoln

# The types of SEND we can provide for



At Tydd St Mary & Weston Hills, we can make provision for every kind of frequently occurring special educational need for example: dyslexia, speech and language needs, autism (ASD), learning delays, co-ordination difficulties, physical disabilities and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.



## Accessibility Plan

Our accessibility plan sets out the increasing extent to which pupils with disabilities can access the curriculum. It shows the improvements we have made to the physical environment to allow better access to the facilities we provide.

We are inclusive school environments and do not discriminate in our admission of pupils with SEND or disabilities.

**For pupils with an EHCP**, Lincolnshire CC will formally consult with the school to ensure we can meet the requirements set out in the EHC plan.

## Definition of disability

Many children and young people who have SEN may also have a disability under the **Equality Act 2010** – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise — ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

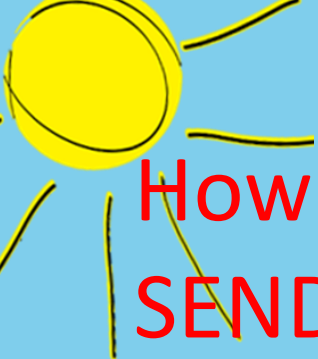
## The definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- (a) have 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 of a kind generally provided for others of the same age in mainstream schools.

*SEN Code of Practice, 2015*



# How we identify SEND

In our federation, we adopt a cyclical approach to the provision for our pupils with SEND. This is known as the 'assess, plan, do review, cycle.

Teachers use a range of class based techniques to assess pupils progress and identify any potential SEND. These include: continuous assessment through- out lessons, assessing pupil knowledge retention through retrieval practice, teacher assessment against the National Curriculum expectations, phonics assessments and screenings, termly formative assessments, standardized tests such as reading age tests or NFER assessments, end of year summative assessments and continuous teacher/TA observation.

They also draw on their training and expertise of child development to assess pupils progress against the wider curriculum as well as considering pupils' physical and social-emotional development.

Teachers also meet three times per year with members of the senior leadership team & the SENCo to track the progress of all the pupils in their class to ensure that each child is making expected progress

Following these assessments, teachers will meet with parents, alongside the SENCO to discuss the findings and agree a support plan for the child.



**Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.**

The SENCo may request assessment from an outside agency if this is felt necessary. This assessment could include the community paediatrician, visual processing clinic, speech and language service, physiotherapy service, occupational therapy service or Specialist Teaching Team (STT).

***The majority of our in-school assessments are designed to identify needs and are not diagnostic assessments.***

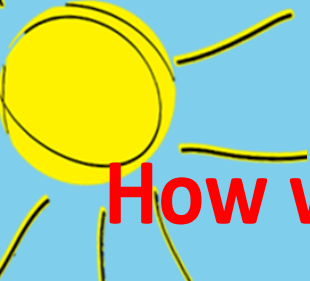
Where school-based assessment has identified a more complex need, the school can seek further assessment from other **professional bodies**. These include:

The Specialist Teaching Team

NHS: Community Paediatrics, Occupational Therapy, Speech and Language, School Nursing Service.

Identification of need at any of these three stages, **may result in the child being placed on the SEND register.**

A child is identified as having SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child's need for support meets this threshold, parents will be informed and the child will be placed on the SEN Register.



# How we support pupils with SEND



Once assessments have been completed and needs agreed the SENCo and Class Teacher will draw up an Individual Education Plan that sets out all of the support that the child will be receiving

When establishing the provision plan, the school will seek the input of the child and their parents. Provision plans are shared with parents so they can be clear about the support that is in place for the child.

**Personalised strategies**—the things that will be done to adjust the curriculum and teaching environment to ensure that the child makes good progress.

**Targeted interventions**— small group or individualised support outside of the curriculum that addresses the child's SEND.

**Individual Education Plans (IEPs) are written for all children who are on the SEND register, who have an academic difficulty.**

The school funds the support for these pupils by utilising our 'notional SEN funding'. Some pupils need very high levels of support and where that support costs the school more than £6000, we may make an application for an Education, Health and Care Plan (EHCP) to request additional support from Lincolnshire CC.

An EHCP supports those children whose needs are complex and require additional funding to meet their needs. The school will work with parents and professionals to establish whether an EHCP would be appropriate for the child through the assess-plan-do-review cycles.

SEN support is available in our federation regardless of whether the child has a diagnosis or EHC Plan.

The school has lots of knowledge about appropriate strategies and

interventions to use for each type of SEND. We draw on our training, experience, wider reading and the latest research when suggesting personalised strategies and interventions. We have a well established set of whole school provision maps that set out the support available for each type of need and draw upon these when writing our provision plans.

We can also seek further advice about support strategies for pupils from outside agencies such as The Specialist Teaching Team, Speech and Language Therapists, Occupational Therapists, Community Paediatricians and Educational Psychologists.

We will use this advice to inform the child's targets.

| Assess                                                                                       | Plan                                                                  | Do                                        | Review                                                             |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------|
| What are my targets?                                                                         | What support will I get?                                              | When will it happen?                      | Did I achieve my target?                                           |
| * New SMART target set (see IEP formula sheet)<br>[Relate to EHCP targets where appropriate] | * What intervention will happen...<br>Support in class? Equipment etc | How long? How often?<br>Group/individual? | *NOT FOR NOW...<br>To be completed prior to new IEP at review time |
|                                                                                              |                                                                       |                                           |                                                                    |
|                                                                                              |                                                                       |                                           |                                                                    |

Child's Signature: \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_  
Home signature: \_\_\_\_\_

**The IEP targets are centred around a SEND Outcome that can be achieved by the pupil in 12 weeks. We review and set these outcomes every 12 weeks. Progress against each short term target can be measured to provide information on the child's progress.**

**My one-page profile...**

All about me!  
(Child completes this section in own handwriting or with parents/adult in school if needing support. Things they enjoy / find difficult etc)

At school...  
At home...

My strengths...  
Agencies supporting me...  
Nature of difficulty...  
Any extra support I receive...

Current curriculum levels:

| Reading | Writing | Maths | Gaps |
|---------|---------|-------|------|
|         |         |       |      |

# How we support pupils with SEND

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.*

*This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered*

**SEN Code of Practice (2015, 6.37)**



Teachers and Teaching Assistants in our federation are highly trained to make adjustments to the curriculum and the teaching styles that they use so that pupils with SEND can be included in whole class teaching. Adaptations made to the curriculum are sometimes called 'differentiation' and teachers will use these techniques alongside the targeted approaches detailed in the child's provision plan to ensure that the child's SEND needs can be met.

In our federation we are very lucky to have modern and accessible school buildings. This, coupled with our inclusive ethos and high standards of tolerance and behaviour, mean that we can cater for a range of special needs and disabilities. We also consider the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans and can make reasonable adjustments to the environment to accommodate this advice.

All clubs, trips and activities offered to pupils at Tydd St Mary are available to pupils with SEND either with or without Education, Health and Care Plans subject to the availability of funding where 1:1 support is required.



In our federation, we highly value the importance of developing and sustaining good mental health and wellbeing of all our pupils, including those with SEND. Our school values and inclusive ethos underpin everything we do in developing our children's emotional and social skills. Our taught curriculum actively addresses mental health and teaches children how good mental health can be maintained and how they can seek help when they are worried about their wellbeing. It also educates all children about a range of special educational needs so that they can be informed and empathetic citizens, celebrating diversity and uniqueness. These proactive steps mean that incidences of discrimination or bullying with regard to SEND are virtually non-existent. We actively seek the views of children with SEND and consider their wellbeing. Teaching assistants in each class are available to offer support when required.

We are also lucky to have a trained Emotional Literacy Support Assistant (ELSA), who is able to support children with a wide-range of mental health difficulties. Our teaching assistants have also attended enhanced training and have qualifications in mental health support. We also have access to outside agencies that can support the wellbeing of our pupils, including but not limited to: Healthy Minds, the school nursing service and Early Help.

# Transitions

In our federation, we work closely with the educational settings used by the pupils before they transfer to us and as they leave us to share information that will make the transfer as seamless as possible.



For children joining us in **Year R**, we visit children in their pre-school settings and arrange meetings with professionals in that setting to enable us to get a full picture of that child's needs and provision. Where appropriate, we will arrange multi-agency transition planning meetings and invite parents along to these. Where the child already has an EHCP in place, the school will attend the annual review meeting prior to the child joining the school.

For pupils with SEND joining us at **other stages of their school journey**, we will seek the advice from the SENCo at their previous school, share assessment information, provision plans and advice from professionals when planning their transition and provision. We will also speak with parents and share a provision plan of the support in place for the pupil when they join us.



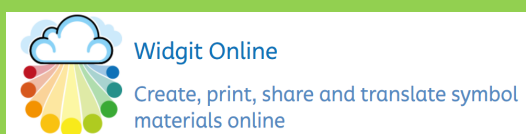
We also contribute information to a pupils' onward destination by providing information to the **next school**.

Our SENCo will make contact with the SENCo of the receiving school to pass on all the necessary information about the child. Sometimes, for pupils with more complex needs or those with an EHCP it is appropriate for a transition planning meeting with parents and the SENCO from their new school.

## Speech and Language

Across our federation we have recognised the growing pressures on Speech and Language support. As a result, Amy Wantling works across our schools supporting those in need of 1:1 work of speech sounds or language and vocabulary development.

All staff have access to Widgit Online for symbols to support language development and this is used throughout the visual timetables, Now & Next boards, worksheets and room signs throughout our schools.



# How we review and evaluate SEND provision



The provision in place for each pupil with SEND is reviewed regularly in school—the frequency of which may vary depending on the needs of the child however, parents should expect **at least three reviews per year**—one at each open book evening throughout the year as part of our parent pathway.

Each review of the IEP will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress towards targets

**The School's Head of Inclusion and SEND Governors are responsible for reviewing the quality of provision for SEND.**

The SENCo produces an annual report that evaluates the effectiveness of SEND provision to be reviewed by governors. It looks at a range of data and evidence sources to establish whether the school is effectively meeting the needs of its

SEND pupils.

The SENCO uses this review and evaluation to inform a strategic development plan for SEND to ensure that the school upholds its high standards for SEND and continues to be forward thinking and evidenced based in its approaches. This strategic plan is developed with consideration to the school's School Improvement Plan, Accessibility Plan and Equality Objectives.

The review of the provision will enable forward planning and highlight any need for further assessment, including through involving external agencies. Following a review, an updated ALM will be shared with parents.

The school is flexible in its review processes and encourages timely reviews where it is appropriate for the needs of the child. Parents are welcome to request a SEN review with their child's teacher and likewise, teachers may invite parents, the child or other professionals for a review outside of the school's typical cycles.

**For pupils with an Education, Health and Care Plan, there will be an Annual Review of the child's EHC plan which will include any professional currently involved with the child, the child, the class teaching team and the parents. Sometimes a representative of Lincolnshire County Council will also attend. These annual reviews are organised and chaired by the SENCo.**

The review of SEND provision will consider progress towards the child's short term targets and overall SEND Outcome/s.

At the provision review meeting, the team around the child may agree that the provision they require to make progress no longer meets the threshold for SEND and instead is more representative of the core offer available to all pupils. If the child has made good progress, their outcomes have been met and they no longer require SEND provision, they will be **removed from the SEND Register**.

Alternatively, the review may highlight a lack of progress despite SEND provision in place. In this circumstance, the school will increase the provision and seek the advice of external agencies.

Where the assess, plan, do, review cycle has been exhausted, the SENCo will liaise with parents about next steps, including considering additional funding and statutory assessment to evaluate whether an EHCP would be appropriate.

# Further support and information for parents



In our federation, we are proud of the relationships we have with parents and the way that we work together to shape provision for their children. Parents are always welcome to make contact with their child's class teacher or Mrs Howell,/Mrs Spelman our SENCos if they need any advice or support around their child's SEND.



LCC'Ss Local Offer is also available online which sets out the support for SEND available in the local area.

[https://www.lincolnshire.gov.uk/  
send-local-offer](https://www.lincolnshire.gov.uk/send-local-offer)

**Lincolnshire Parent, Carer Forum** is a free and confidential, information, advice and support service, for parents of children with SEND and young people up to age 25 who have a special educational need or disability.

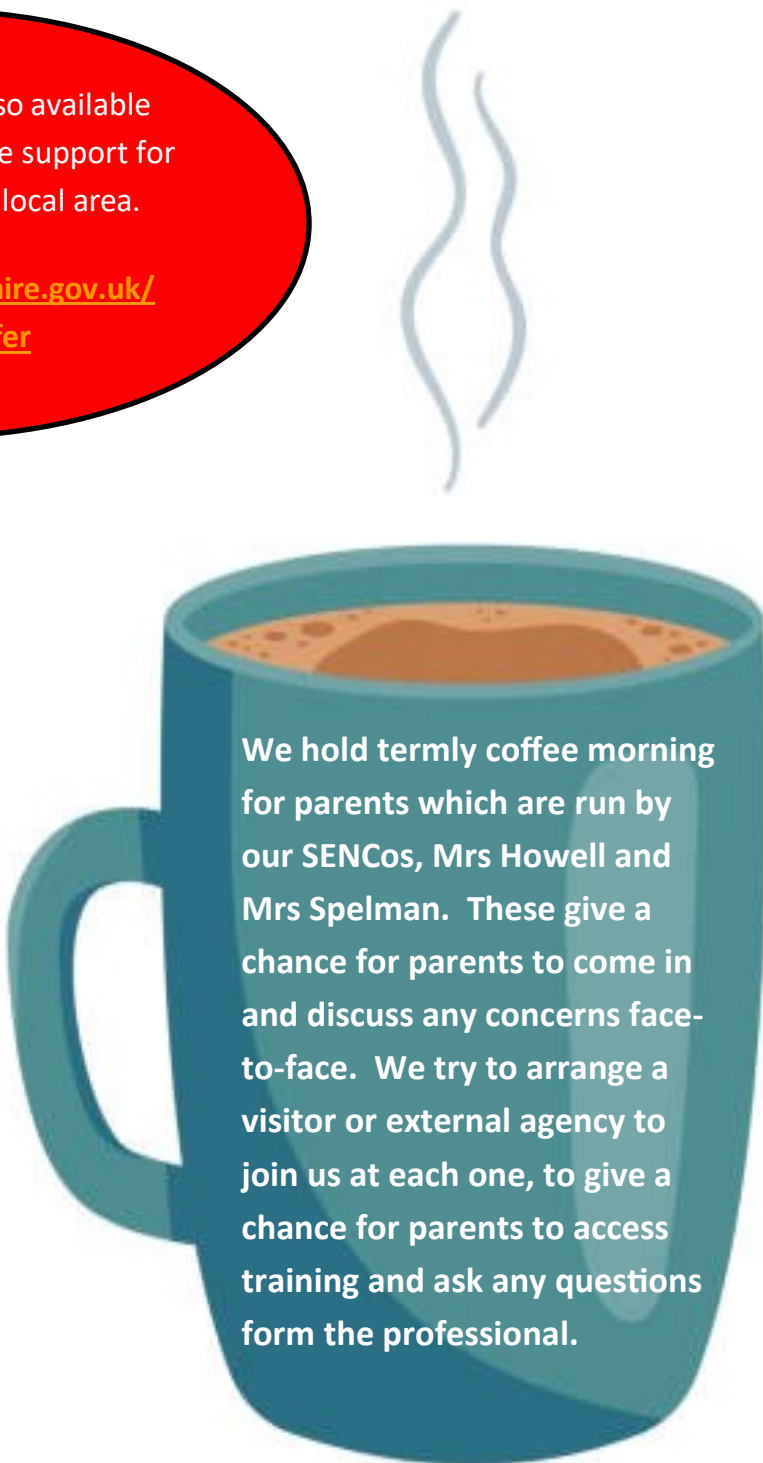
Trained staff can provide impartial information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

[www.lincspcf.org.uk](http://www.lincspcf.org.uk)

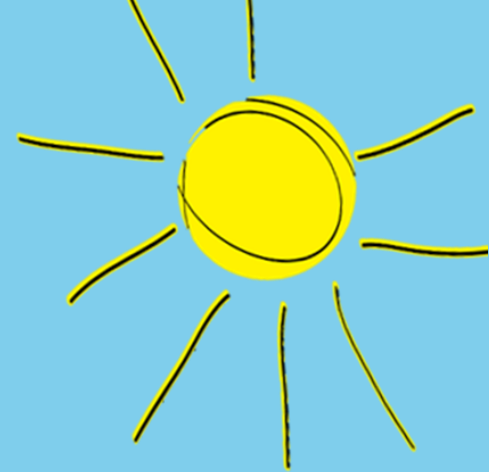
[admin@lincspcf.org.uk](mailto:admin@lincspcf.org.uk)

LPCF, PO Box 1183,  
Spalding PE11 9EE



We hold termly coffee morning for parents which are run by our SENCos, Mrs Howell and Mrs Spelman. These give a chance for parents to come in and discuss any concerns face-to-face. We try to arrange a visitor or external agency to join us at each one, to give a chance for parents to access training and ask any questions from the professional.

# Complaints



The normal arrangements for the treatment of complaints at Tydd St Mary & Weston Hills Church Schools Federation are used for complaints about provision made for special educational needs.

**We encourage parents to discuss their concerns with the child's class teacher and SENCo in the first incidence.**

If the parental concerns have not be resolved by the class teacher, parents can contact the SENCo, who will meet with the parents to hear their concerns and, where appropriate, will investigate further.

**Once parents have exhausted the informal complaints procedure, they can make a formal complaint in line with the School's Complaint Policy and Procedure (available on our website).**

**Our Executive Headteacher is Mrs Sonya Ely.**

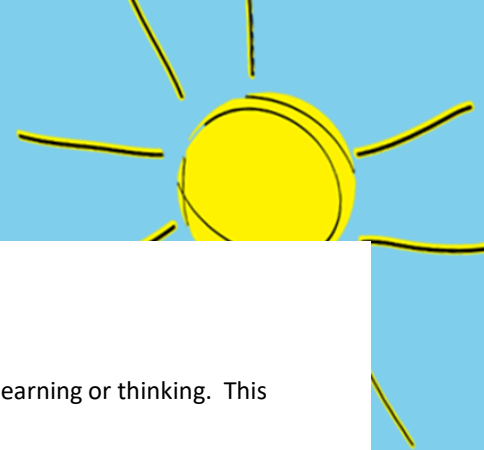
**Our Chair of Governors is Mr Clive Browne.**

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.



There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

# Glossary of terms



|                                     |                                                                                                                                                                                                                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASD / ASC                           | Autistic Spectrum Disorder / Autistic Spectrum Condition                                                                                                                                                                                                                      |
| ADHD                                | Attention Deficit Hyperactivity Disorder                                                                                                                                                                                                                                      |
| Cognition and Learning (C&L)        | One of the four areas of SEND that encompasses any difficulty with learning or thinking. This includes conditions such as dyslexia and ADHD.                                                                                                                                  |
| Communication and Interaction (C&I) | One of the four areas of SEND that encompasses speech and language needs as well as social communication difficulties (such as autism).                                                                                                                                       |
| Differentiation                     | Ways that teachers adapt the curriculum and their teaching style to accommodate the special educational needs of the children in their class.                                                                                                                                 |
| EAL                                 | English as an additional language.                                                                                                                                                                                                                                            |
| EHCP                                | Education, Health and Care Plan. A legal document that sets out the special educational needs and provision for pupils with high levels of SEND or complex SEND.                                                                                                              |
| Ask SALL                            | Information and Advice Service Lincolnshire .A supportive service for schools to help them to work with schools in establishing and meeting the needs of SEND pupils.                                                                                                         |
| LCC                                 | Lincolnshire County Council—sometimes referred to as the LA (local authority).                                                                                                                                                                                                |
| Mainstream Core Standards           | A set of supportive approaches, tools and strategies that mainstream schools can facilitate for children with SEND.                                                                                                                                                           |
| Outcome                             | A special long term target that sets out the aim for the SEND provision for the child. This is developed in conjunction with the child, parent and any professionals involved.                                                                                                |
| PD                                  | Physical Disability.                                                                                                                                                                                                                                                          |
| Individual Education Plan (IEP)     | A document that sets out all of the support in place to meet the SEND child's current targets.                                                                                                                                                                                |
| SALT                                | Speech and Language Therapist—a qualified professional that specialises in speech sound production, understanding of language, spoken language, social use of language, selective mutism                                                                                      |
| SEMH                                | One of the four areas of SEND that encompasses social, emotional and mental health.                                                                                                                                                                                           |
| SENCO                               | Special Educational Needs Co-ordinator. The qualified teacher in school that co-ordinates the extra support for all pupils with additional needs                                                                                                                              |
| SEND                                | Special Educational Needs and Disabilities                                                                                                                                                                                                                                    |
| SEND Code of Practice               | The legal document that sets out how local authorities and schools should meet their duties in the identification and support of pupils with SEND. We follow the Code of Practice.                                                                                            |
| SEND Register                       | A register of all children in the school that meet the threshold for being identified as having a special educational need. All children on the SEND Register will have a provision plan, detailing how the school will meet their needs.                                     |
| SEND Support                        | A category under which children are identified on the SEND register—that they are receiving SEND Support. Alternatively, a child may be registered under the category EHCP (see above) where an EHC Plan has been issued by Lincolnshire County Council or their home county. |
| Statutory Assessment                | The legal process that the Local Authority assesses a child's special educational needs and evaluates whether they meet the threshold for an EHCP.                                                                                                                            |
| Whole school provision map          | A document that sets out the support a school could put in place to meet the special educational needs of a pupil.                                                                                                                                                            |