

Inclusion at Tudor Primary

Special Educational Needs and Disability Policy

TUDOR PRIMARY SCHOOL

Summer 2026

Review Summer 2027

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Special Educational Needs Policy and How We Include All Pupils at Tudor School

**including how we support children with: Special Educational Needs; Disabilities;
Medical Needs; Higher Potential Learners and English as an Additional Language**

Our vision:

Enabling Dreams, Inspiring Minds, Building Futures

Our mission statement:

***Together we create a happy and caring community where all our children
love to learn and want to achieve***

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Aims and Objectives

'Tudor Primary School is an inclusive school where leaders strive to remove barriers to learning so that every pupil can get the most of their time at school'.

School Effectiveness Advisor June 2026

We strive to develop an environment where all children can feel safe, belong and flourish.

We offer a curriculum that excites, enables and inspires children to achieve well by creating high quality learning experiences. We are committed to giving all children, every opportunity, to achieve the highest standards.

Therefore, we aim to provide the necessary support to enable individuals to gain equally from the opportunities we offer. We make this a reality through the attention we pay to the different groups of children within our school:

- children with special educational needs
- girls and boys
- children with disabilities
- children with medical needs
- children with social, emotional and mental health needs
- children who are from less affluent backgrounds and are entitled to free school meals or pupil premium grant
- children who need support to learn English as an additional language
- and children from other vulnerable groups e.g children looked after, young carers, higher potential learners and travellers

We aim for all children to:

- develop skills which enable them to have access to the curriculum
- enjoy their learning
 - experience success
- be valued as individuals
 - participate and make a positive contribution to all school activities
- be safe within the school community
- develop and maintain physical and mental health

Our specific objectives are:

- to ensure that reasonable steps are taken so that all learners are able to join in with the activities of the school
- to ensure that all learners make the best possible progress and that barriers to learning are quickly removed and their needs are met
- to ensure that there is effective communication between parents and school, parents are central in discussions and informed of their child's additional needs

- to ensure that pupils are enabled to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate

Tudor School has one named SENCo. The SENCo is also responsible for other vulnerable groups within the school and such has the title Assistant Head for Inclusion (INCO) and is a member of the Senior Leadership Team. The INCo is: Katie Reading. To contact Miss Reading please call the school on 01442 256294 or contact by email at inco@tudor.herts.sch.uk.

Section 1

1. Special Educational Needs and Disabilities

At Tudor Primary School, we follow the Special Educational Needs and Disabilities Code of Practice 2015 which states: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

What we know is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus
- Children who known to a social worker (CKSW)
- Being a child/young person of servicemen/women

Being a Young Carer

- English as an Additional Language (EAL)

The SEND code of practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
-

The purpose of identification is to work out what action the school needs to take (rather than fit children into specific categories). In practice, individual children often have needs that cut across all these areas and their needs may change over time.

At the centre of the Code of Practice are the views, wishes and feelings of the child or young person, and the child's parents. There is an emphasis on: - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.



These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support

- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

We therefore work in partnership with parents and carers and listen to children to support them with their concerns and advise them on the education and support their child needs. This increases the child's opportunity to fully develop their potential.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from teaching assistants and/or outside professionals.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Teachers should have high aspirations for every pupil. With advice and support from the INCo, clear targets should be set and reviewed regularly for children with identified SEND. Teachers may ask TAs to work within the class or withdraw children to a separate area in order to implement strategies to support individuals or groups with their learning. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the INCo.

All staff can access:

- the Tudor School SEND Information Report, the SEND Policy, the Equality Scheme and Policy and the Accessibility Policy and Plan;
- Teachers' Guidance on identification of SEND and the Code of Practice 2015;
- the 'SEND at Tudor' folder of practical advice, teaching strategies, and information about types of special educational needs and disabilities.

2. Identification, Assessment and Provision

At Tudor Primary School, we recognise that it is important that a child's special educational needs are identified as early as possible. When identifying a special educational need, not only attainment needs to be assessed but a child's social and emotional skills. In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. If a child is identified as having a special educational need then the teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. If a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers, may make a referral for external specialist support.

At Tudor Primary, we aim to provide a high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to ensure equality of provision. If a child is identified as having a special educational need then we will:



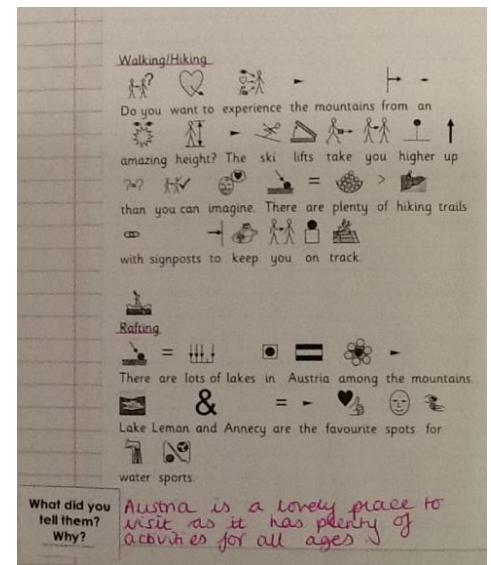
- talk to parents and the child to create a One Page Profile and set clear targets through the engagement with an Individual Support Plan (ISP)
- Differentiate and adjust the curriculum to enable the child to learn and feel success



- Identify appropriate interventions and strategies

- Implement interventions and strategies to enable the pupil to learn and access the curriculum, with support from external agencies if required

- Meet with parents three times a year to review the ISP and set new targets (or more frequently if required)

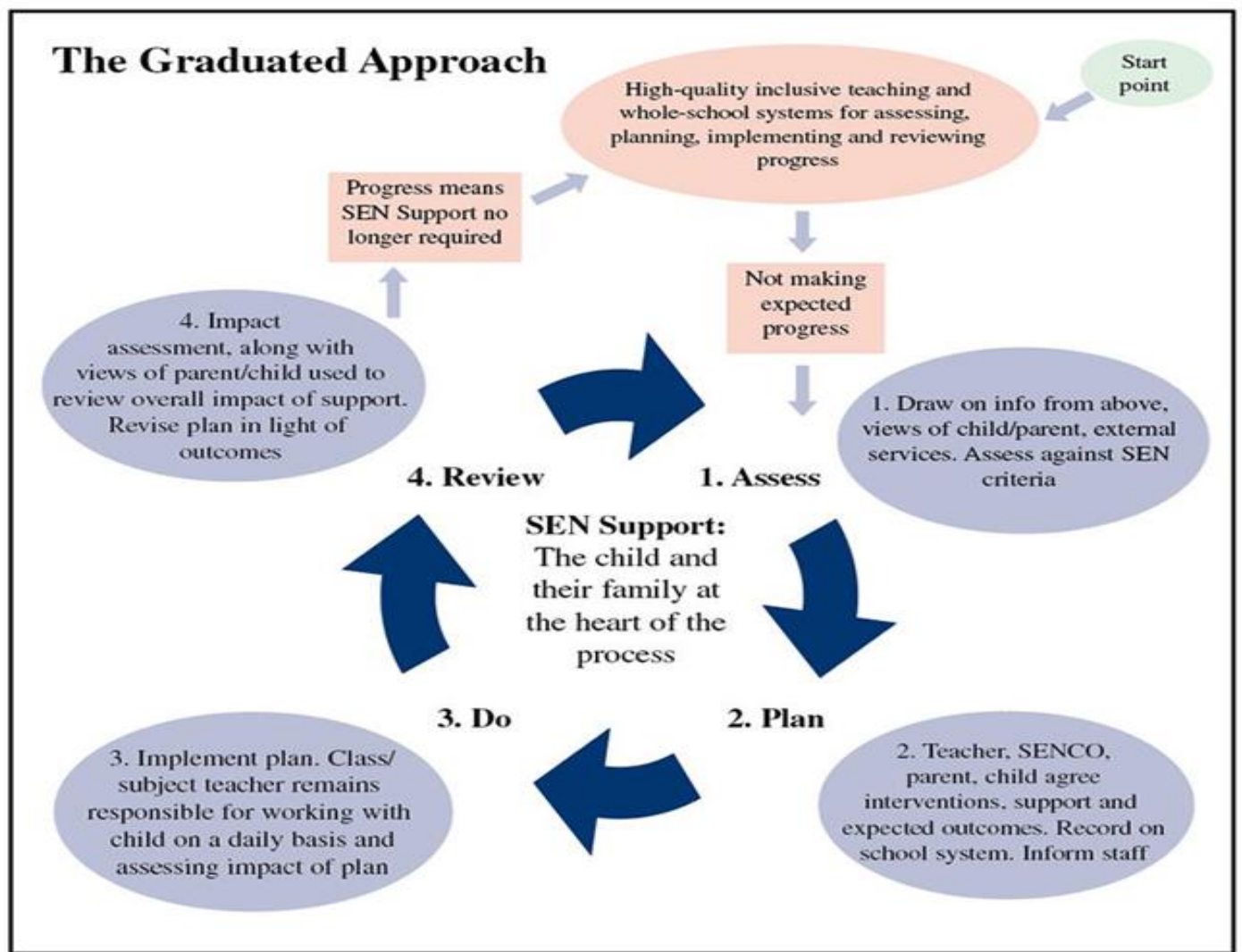


3. A Graduated Approach: Assess-Plan-Do-Review

At the heart of all teaching at Tudor Primary is a graduated approach; we are continually assessing, planning, implementing and reviewing our approach to teaching. This is equally necessary for children with SEND. The child's class teacher will provide as needed: differentiated learning opportunities, intervention support and strategies that will support the child's academic progression and emotional well-being.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and where a special educational need is identified, the graduated approach becomes more personalised as it responds over time to a growing understanding of the child and to gaps/barriers in learning. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.



Taken from: <http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

At Tudor Primary we have a number of advisors who we work regularly with, these include, but are not limited to, the Educational Psychologist, the Speech and Language Therapist, and the **Speech, Language, Communication and Autism Advisory Teacher**.

4. Supporting pupils with social, emotional and mental health needs (SEMH)

SEMH is one of the four broad areas of SEND within the code of practice and as such is supported and managed as a SEND with the provision of ISP if required (appendix 1).

SEMH is expressed in a variety of ways – these are described in the SEND Code of Practice:

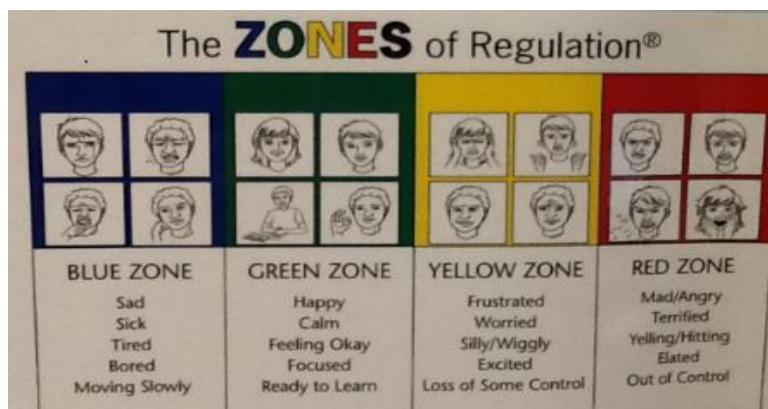
'These [ways] may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder'.



The SEND code also states that:

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate'.

At Tudor Primary we aim to promote positive mental health and well-being for the whole community. Please refer to the schools [Wellbeing section](#) of the school website for further information, but where concerns continue the graduated approach to support will be implemented.



5. Supporting children with disabilities

Tudor Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to nondisabled children. See Equality Policy and Scheme at the following link:

<http://www.tudor.herts.sch.uk/page/?title=Equality+at+Tudor+Primary&pid=90>

If a child has a disability which does not impact on learning, they will not have a Support Plan, however if the disability required adjustments to be made, a one-page profile (the first page of the ISP), will be used to ensure the support required is understood by all who work with the child. Reasonable adjustments will be made to ensure full access to the curriculum and school events in consultation with parents/carers. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;

- takes account of the effort and concentration needed in oral and written work, or when using, for example, visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities.

6. The Educational Health Care Plan (EHCP)

The vast majority of children and young people with SEND can be provided for from our school resources and community. Where provision cannot reasonably be provided through services that are normally available, it may be necessary to apply for an EHCP needs assessment which may lead to the child receiving an EHCP.

The overall purpose of an EHCP is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

A statutory assessment for an EHCP will not be the first step in the process for helping to meet the needs of a child as it will be built on coordinated work that is already happening between families, educational settings and any other health or social care services involved.

EHCPs are developed using coordinated assessments from all the services involved with the child or young person. The plan focusses on outcomes and will state how services will work together to meet the needs of the child or young person.

An EHCP is required if a child's needs are best met in a school for children with SEND.

7. Higher Needs Funding (HNF) and Focused Intervention Funding (FIF)

A pupil's needs are identified by an EHCP and it also helps to identify the resources they need. Parents, education providers and professionals then work together to determine what level of funding would be needed, using 'the descriptors of need' tool, in order for a school or educational setting to fully support a pupil and be able to deliver the specified provision in the EHCP. This funding is called High Needs Funding (HNF).



For children that have emerging high needs who would benefit from a time-limited/focused intervention we can apply for Focused Intervention Funding (FIF). This funding is for children who require provision that is more than Ordinarily Available Provision (OAP) but who are unlikely to need an EHCP. This is managed locally and applications will be considered by half termly clusters and panels. It is highly likely that Miss Reading will be closely involved with the support of a child who may meet the criteria for this funding.

8. Monitoring and Evaluation of provision for Pupils with SEND

At Tudor pupils who are identified as having SEND will have an Individual Support Plan (ISP – appendix 1). At Tudor Primary the ISPs provide a list of strengths, recognition of what is important to the child and also detail what helps the child to learn, this is known as a One Page Profile. Most often children with an ISP require additional support in specific areas e.g. academic skills, speech and language skills or social skills. If this is the case the ISP will detail what it is the child is not yet good at, the agreed targets and detail the provision in place to support the achievement of these targets. This will be reviewed with the parents and child as often as the targets are achieved and at a minimum, 3 x a year. To support parents and children in this process a pre meeting form is sent in advance to enable parents and children to come prepared to the meeting (see appendix 2)

The majority of children and young people with SEN or disabilities will have their needs met within Tudor Primary School (as set out in the information on identification and support in Chapters 5, 6 and 7 of the Code of Practice). A few children may require an Education Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. (see above)

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governing Body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. There is a named governor for SEND who meets with the INCo at least termly to discuss actions taken by the school. Currently the named governor for SEND is Amy Wright. She can be contacted via the school office if required.

Governors ensure that there is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation will be carried out by the Headteacher, INCo and SEND governor and information will be gathered from teachers, teaching assistants, parents, and pupils. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014 in the document called the Information Report. It is on the school website and it details how Tudor Primary School aims to supports pupils and families who have additional needs. The information report can be found at the following link:

<http://www.tudor.herts.sch.uk/page/?title=Special+Education+Needs+and+Disabilities&pid=114>

In addition, Hertfordshire provide a one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families in Hertfordshire. It can be found at the following link:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

9. Criteria for exiting the SEND Support

When a child no longer requires additional support or measures to remove barriers to learning or when specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, they should be removed from SEND Support and no longer require an ISP. The pupil will continue to be monitored by the school's usual monitoring cycle. If a child has been receiving external agency support, such as a Speech and Language Therapist, they will exit SEND Support when they are discharged with no further strategies of support required from the school or from the agency.

Occasionally a child will not require any additional support or measures above **ordinarily available provision** to remove barriers to learning and they are working within national expectations, but they may still have diagnosed conditions that teachers and other adults should be aware of within school. For these children we will keep the One Page Profile up to date and ensure this information is shared at transition times with new class teachers or new schools as required. In this instance the child will be removed from SEND support.



Section 2 - Support for other groups of vulnerable children

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who access support from teaching assistants and/or outside professionals.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who are within the vulnerable groups identified by the school. Teachers should have high aspirations for every pupil. With advice and support from the School Leadership Team (SLT) clear targets should be set and reviewed regularly for these children. Teachers may implement whole class strategies which will support all children, they may initiate activities for specific groups of children, ask TAs to work within the class with specific group of children or withdraw children to a separate area in order to implement strategies to support either individuals or groups with their learning.

10. Supporting pupils with medical conditions

Please refer to the 'Supporting Children with Medical Conditions' Policy.

11. Supporting children who have English as an Additional Language (EAL)

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. To support the children who are new to English when they begin in Tudor Primary visuals (such as diagrams and pictures) are used throughout the school to support understanding and spoken language.

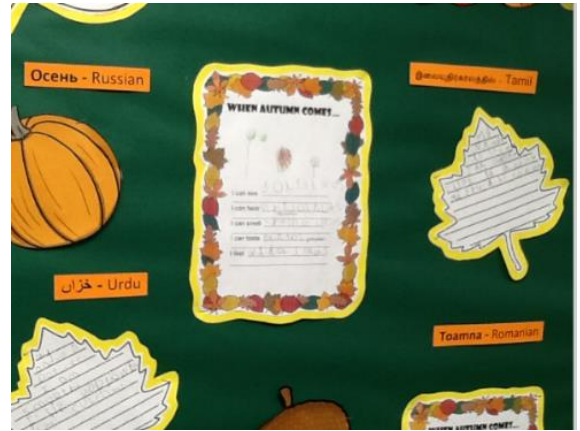


Activities are supported by visuals, and aids are placed strategically around the environment to develop communicative skills. Key questions will be demonstrated using Widget (symbols to support reading) or other visuals. All resources are labelled in words and pictures to allow the children to develop connections between both spoken and written English. Bilingual books are on offer within our school library for use at home.

We develop spoken and written English by:

- targeting support through small group intervention and in class support
- ensuring that vocabulary work covers the technical as well as the everyday meanings

- covering not just key words, but also metaphors and idioms
- explaining how spoken and written English have different usages for different purposes
- providing a range of reading materials, to exemplify the different ways in which English is used
- giving appropriate opportunities for talking, and using talking to support writing
- encourage relating one language to another
- labelling the classroom clearly, including dual language (where necessary)
- providing dual language titles on displays in communal areas
- using visual supports



We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language where appropriate.

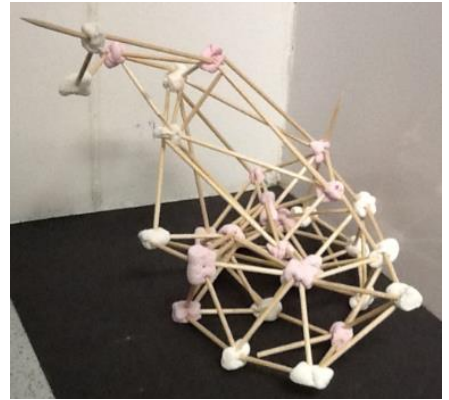
12. Supporting Higher Potential Learners

The purpose of this document is to ensure that we recognise and support the needs of all children in the school including those children who have been identified as more able. This also includes those who are high achieving but yet underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels. At Tudor School we aim to use the following strategies to support the higher potential learners:

- Rich questioning
- Higher order questioning and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry



- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment



13. Monitoring and Evaluation of other vulnerable learners

We hold Pupil Progress Meetings on a termly basis and the progress and attainment of all pupils is discussed. During Pupil Progress Meetings the Senior Leadership Team alongside the phase leader and class teacher consider the following: Are all our children achieving their best? Are there differences in the achievement of different groups of children? What are their barriers to learning? What are we doing for those children who we know are not achieving their best? Are our actions effective? What else could we do? The outcomes of the meeting are recorded on a Pupil Progress Meeting proforma. (appendix 3)

Tudor School follows a provision management approach, involving the mapping of provision, monitoring, review and evaluation by:

- regularly updating the SEND, EAL, pupil premium grant and medical needs registers on Arbor;
- updating termly the class provision maps (these are held on the school staff drive, appendix 4) and **our vulnerable learner tracker (held on the school staff drive)**;
- completing, at least termly, reviews of the ISP's (these are held on the school staff drive, appendix 2);
- completing, at least termly, Pupil Progress intervention records (these are held on the school staff drive, appendix 3);
- completing intervention records when a child or group are separated from the whole class learning (these are held by the class teacher in a folder stored in a classroom cupboard)



Section 3 - Families

14. Supporting Families

At Tudor Primary we are keen to work in partnership with our families and wish to support them through any difficulty or concern they may have. We have a comprehensive web page on the school website for SEND and family support and the school INCo is happy to meet with parents to discuss anything of concern. This can be found at the following link:

<http://www.tudor.herts.sch.uk/page/?title=Dacorum+Family+Services&pid=108>

Tudor Primary is also a member of the Dacorum Family Services Partnership. Referrals can be made to a family support worker by families, teachers or a member of the SLT or a parent/carers can make a self-referral.

Section 4 – Further Information

15. The role of the Inclusion Coordinator

Katie Reading is our school INCo. She is accountable for the overall progress and development of children with SEND, children with medical needs, children with EAL, children who are in receipt of the PPG and any other vulnerable group identified within the school. The INCo also monitors attendance and supports families.

The INCo will:

- work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaise with designated teacher where a Looked after Child has SEND;
- advise on the graduated approach to SEND Support;
- advise on the use of delegated budget/ other resources including deployment of learning support assistants (employed specifically to work with pupils who have SEND);
- liaise with parents of children with additional needs;
- link with other education settings and outside agencies;
- liaise with potential next providers of education;
- ensure that SEND records are up to date;
- take a strategic role in developing, monitoring and reviewing the Inclusion Policy and Special Educational Needs and Disabilities Policy and the Information Report (School Offer);
- oversee the identification of children needing intervention;

- liaise with the governor responsible for SEN and pupil premium;
- Implement training for teachers and Teaching Assistants (TAs) to ensure an effective and consistent approach to planning for learning and teaching.

16. Admission Arrangements Regarding SEND

All schools should admit pupils with already identified special educational needs as well as providing for pupils not previously identified as having SEND. [For further details of Admissions see the Admissions Policy]

17. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or INCo, who will do what they can to respond appropriately to the concern raised. If however, this does not resolve the issue they shall be able to advise on formal procedures for complaint.

Please refer to the school's Complaints Policy for further information which can be found on the [school website](#).

18. Further information

Further information about SEND at Tudor Primary can be found in the School's Information Report which can be found on the school's website:

This policy should be read in conjunction with other school documents including:

- Behaviour for Learning Policy
- Accessibility Plan and Policy
- Equality Policy and Scheme
- Spiritual, Moral, Social and Cultural Policy
- Supporting Children with Medical Conditions policy
- Complaints Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice September 2014
- School inspection handbook 2024
- Equality Act 2010
- Mental health and behaviour in schools 2018

This policy shall be reviewed annually.

The next review will be in June 2027.

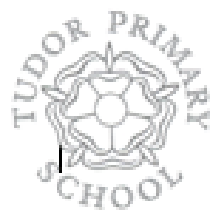
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2. Pre- support plan meeting form for parents and children
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5. SEND Jargon Buster Explaining special educational needs or disabilities (SEND) acronyms, abbreviations and jargon (Published by Hertfordshire County Council)

My Support Plan

My Name:		My age:	My date of birth:
This is my plan (insert plan number)	This plan starts on:		This plan will end by:
I agreed to this plan on <u>01/01/20</u> (date) Signed:	My parents agree to this plan and sign here:		My teacher agrees to this plan and signs here:
I have reviewed this plan on _____ (date) Signed:	My parents have reviewed this plan and sign here:		My teacher has reviewed this plan and sign here:
Great things about me:	These things are important to me:	My Photo:	
What you need to know to help me:		What I want to be able to do by the end of this term or year:	
		Who helps me, both in and out of school:	

 Things I am not yet good at:	 My targets:	 What I need to do to reach my target:	 This is who will help me and how they will help me:	 How did I do? Review date:



SEND Support Plan Meeting Parent and Child Preparation Sheet

(Please complete with your child and bring it with you to the support plan meeting)

I am great because: (think about in school and out of school)
(e.g. I have a wonderful imagination, I know how to do a flip on a trampoline)

These things are really important to me:
(e.g. I love my cats called Salt and Pepper, A quiet space to go when I am upset)

I find it is easier to do well when these things happen in school:
(e.g. I have a pencil grip on my pen, when I know how long I have got to do my work)

(Look at your last SEND support plan) - how well have you got on with your targets? (Have you met the target - if so - well done - what helped you to meet this target? If not, what could have been differently?)

Please put a photo here.

In the next few months I would like to improve on these things that I find tricky:
(e.g. how to count my pocket money, how to make up with friends I fall out with)

Tudor Primary School
Class:

Pupil Progress Meetings Autumn 2025
Teacher:

Identified children pro-forma
Subject: Writing

2025 – 2026

Issue identified?	Which children?	Strategy employed to gain improvement What needs to be done? i.e. what was done to gain accelerated progress?	Update? What is working? What isn't?	Overall review High impact? Good impact? Low impact? No impact?

Class Provision Map

Class _____

Teacher _____

Term _____

	Children in receipt of Pupil Premium	Children with SEND	Children who have EAL	Children with medical needs	Other Needs
Universal Support					
Targetted Support (detailed in PPM forms or SEND ISP or record a brief note)					
Specialist Support (detailed in PPM forms or SEND ISP or record a brief note)					

Special Features of this cohort: (e.g. imbalance of boys and girls / summer born / mobility)

ALPHABETICALLY - ACRONYMS AND A BIT OF EXPLANATION

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

ASD

Autistic Spectrum Disorder and sometimes called Autistic Spectrum Continuum (ASC)

BME

Black and Multi-Ethnic

CLA

Children Looked After - children in care

The "C & F Act 2014" or "CAFA"

The Children and Families Act 2014.

CAF and e-CAF

Common Assessment Framework

CAMHS

Child and Adolescent Mental Health Services.

CIN

Child in Need - a term for children requiring support, sits below Child Protection in social work terminology

CCG

Clinical Commissioning Group. This is an NHS organisation which brings together local GPs and health professionals to take on commissioning responsibilities for local health services. A CCG plans

and arranges the delivery of the health care provision for people in its area.

"Code" or "CoP"

The Special Educational Needs and Disability Code of Practice 2015. This contains statutory

guidance on the Children and Families Act 2014.

CP

Child Protection

CSDPA

The Chronically Sick and Disabled Persons Act 1970. This is one of the main Acts of Parliament which entitle disabled people to social care

DfE

Department for Education.

DSPL

Delivering Special Provision Locally: 9 districts in Hertfordshire to support local areas with SEN

Education Act 1996.

EAL

English as an Additional Language

EBD - now called SEMH

Emotional Behaviour Difficulties

EFA

Education Funding Agency, An arm of the Department for Education. It allocates funding to local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and

monitoring academies.

EHC needs assessment

An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

EHCP

An education, health and care plan as defined in section 37 (2) of the Children and Families Act 2014.

EHE

Elective Home Education - parents choosing to home-school their child

EP/ Ed Psych

Education Psychologist - professional who works with schools and families to support them with strategies and testing to ensure the correct type of provision

EqA or EQA

The Equality Act 2010.

EYFS

Early Years Foundation Stage - Children in Reception

ESC

Education Support Centre - nationally known as PRUs - Pupil Referral Units for children with complex

behaviours and unable to access mainstream schooling

FAS

Foetal Alcohol Syndrome

FE

Further Education. The FE sector in England includes further education colleges, sixth form colleges,

specialist colleges and adult education institutes. It does not include universities.

FGB

Full Governing Body

FIF

Focused Intervention Funding

HI

Hearing Impairment

HLTA

Higher Level Teaching Assistant

HNF

High Needs Funding - accessible to mainstream schools for support of children with SEND

ICMP

Individual Crisis Management Plan

IEP

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Individual Education Plan – South Hill's record of the assess, plan, do, review cycle for individual children who require support with their academic learning or social skills

LA

A local authority in England.

LAC

Looked After Children (Hertfordshire uses the term CLA)

LD

Learning Difficulties/ Disabilities

LDD

Learning Difficulties and Disabilities

LDA

A learning difficulty assessment under section 139A Learning and Skills Act 2000.

LSA

Learning Support Assistant, also sometimes called Teaching Assistant ("TA").

Makaton

Signing words to accompany speech; visualising language

MLD

Moderate Learning Disabilities/ Difficulties

MLT

Middle Leadership Team

MSA

Midday Supervisor Assistant

MSI

Multi Sensory Impairment

Neurodiverse/ Neurodiversity

A term to identify people with different ways of thinking, promoting the benefits of difference

Neurotypical

An abbreviation of Neurologically Typical - referring originally to people who are not ASD

OAP

Ordinarily Available Provision

ODD

Oppositional Defiance Disorder

Ofsted

Office for Standards in Education, Children's Services and Skills. This is the body which inspects and

regulates services which care for children and young people and those providing education and skills

for learners of all ages.

OT

Occupational Therapy, sometimes used to refer to the occupational therapist.

PBP

Positive Behaviour Plan - personalized document to support individuals with strategies for improving

behaviours

PDA

Pathological Demand Avoidance

PD

Physical Difficulties/ Disabilities

PE

Physical Education

PECS

Picture Exchange System - a visual symbols strategy to help pre-verbal and, early speech

PEP (and ePEP)

Personal Education Plan and Electronic Personal Education Plan

Personal Budget

A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHC plan.

PtoS

Passport to Success - South Hill's documentation that records a profile of a child with SEND

PMLD

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Profound and Multiple Learning Disabilities

PRU

Pupil Referral Unit - for children who need to be educated out of school, often because they have

been excluded.

PSB

Primary Support Base - in mainstream schools to support children with SEMH

PSP

Pastoral Support Plan

PTA

Parent Teacher Association

RAMP

Risk Assessment Management Plan

RE

Religious Education

RB

The responsible body of a school.

RPI

Restrictive Physical Intervention

S&L

Speech and Language

SALT

Speech and Language Therapist

SEMH

Social, Emotional and Mental Health

SEN

Special educational needs.

SENCO

Special Educational Needs Co-ordinator – the teacher with responsibility for co-ordinating special help for children with SEN at their school.

SEND

Special educational needs and Disabilities

SLCN

Speech and Language Communication Needs

SLD

Severe Learning Disabilities/Difficulties

SLT

Senior Leadership Team in school - The Headteacher, Assistant Heads and, the Governing Body

SLT or SALT

Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist.

SRE

Sex and Relationships Education

TA

Teaching Assistant also sometimes called Learning Support Assistant (LSA).

VI

Visual Impairment