



Name of School: Woodlands Primary School (2019/20)

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

What is the Local offer?

The government has listened to what parents have said their experience of services are and have put in place a number of things to address to bring about improvements. One of these is the 'Local Offer'. In 2012 the former Children's Minister Sarah Teather explained that:

"The current system is outdated and not fit for purpose. Thousands of families have had to battle for months, even years, with different agencies to get the specialist care their children need. It is unacceptable they are forced to go from pillar to post, facing agonising delays and bureaucracy to get support, therapy and equipment".

"It is a huge step forward to require health, education and care services to work together. The reforms will give parents better information and a comprehensive package of support that meets their needs".

The changes in the Children and Families Bill 2013 affect the way children with special educational needs and disabilities are supported in schools. The new approach began in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so

they can share their knowledge and feed back to the school on the young person's progress.

2. Education, Health and Care Plans (EHCP's) have now replaced statements of Special Educational needs. New assessments for additional educational needs will follow the EHCP guidelines set in September 2014.

3. School Action and School Action Plus has now ceased and has been replaced by a single school-based category (SEN support) for children who need additional specialist support.

We believe that Woodlands Primary School has adopted these changes well and works well with pupils and parents/carers to ensure a fully inclusive access to education.

Local authorities and other services set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer includes provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents and children.
- To support earlier intervention.
- To comprehensively assess your child's situation more efficiently.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

All Doncaster schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The key people in school, who would be happy to talk with you are:

- Your child's class teacher
- Mrs White -Head teacher
- Mrs Pether - SENDCO
- Mrs Simpkin - Family Welfare and Inclusion Manager

There are many different ways in which we support SEND pupils and their families in Woodlands Primary. We are proud of the fact that all children are welcome, regardless of their needs and we do our best to tailor the support to the individual.

We value parents input and understand how important it is to work as a team. Therefore, please feel welcome to speak to us about any concerns or queries that you might have.

Brief description of the school

(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)

Woodlands Primary School is a mainstream LA maintained Primary School.

We cater for the age range 3 - 11 years (Nursery - Year 6)

Number on roll: approx. 425

We believe in our children and will make sure they believe in themselves so they have the confidence to achieve their dreams.

We will ensure they achieve the best they can academically, creatively, physically and socially.

To achieve our vision we need to have a motivated, enthusiastic staff team who are committed to providing the best for all our children and the skills to provide outstanding learning. We will provide the very best professional development opportunities and resources for all our staff to support them in this.'

There will be high quality teaching and learning that meets the individual needs supported by a broad and balanced curriculum that is based on the development of creativity as well as academic achievement. This will be extended with an enriching programme of extra-curricular activities and visits.

Children will be given the opportunities to become independent learners in an ethos of challenge, support and encouragement to succeed.

We cannot do this on our own - we will work closely with parents / carers and the local community so that together we can support our children to aspire, believe and achieve.

There will be equal opportunities for all pupils, regardless of background, gender, race, ability or disability through the provision of an inclusive curriculum.

We will, at all times, encourage open communication with parents and keep them informed and up-to-date as to what their children know, what they need to know and what they, as parents, can do to help to support their child(ren).

How we identify if your child may need additional help and/or has special educational needs (SEN)

As a school we carefully assess and track each child's progress in regards to learning and to social and emotional well-being. This allows us to make quick identifications of when a child may be facing difficulties. We then put in place either additional learning opportunities in small group interventions or in some cases we may need to write an individual SEN Support Plan detailing how we will tailor our teaching to your child's needs. This SEN Support Plan will be written in consultation with you, your child and other agencies that are deemed necessary to support your child's development, the plans will then be reviewed at least three times a year, however support

will be reviewed on regular intervals.

If necessary, the SENDCo will also involve more specialised services from outside agencies.

Woodlands Primary School provides for children with speech, language and communication needs, moderate and specific learning needs, social, emotional and mental health difficulties as well as children with physical or sensory needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

We ask that parents and carers join us in taking an active approach in their children's learning. Children who have difficulties in learning often benefit from short quick snippets of learning and so parents and carers could support this by doing quick sessions of homework/ reading/ spelling practise.

Parents and carers are invited to any meetings that we hold so that we can all discuss the pathway forward and the type of support we are all looking for.

Parents also have the opportunity to meet with the class teacher at the end of the day - or they can ask for an appointment for a longer discussion at a time that is mutually convenient.

We hold two Parents Evening's every year and parents/carers are invited into school to work with their children in their classroom setting every morning for a short period of time.

We have a Pastoral Manager and a Family Support Advisor who are available for family advice and guidance, again at times that are mutually convenient.

How we will involve your child in the planning and review of their support

We share and include your child in targets set for their SEN Support Plans. We encourage them to take an active part in selecting targets and reviewing the progress they have made. If appropriate, children are invited into the SEN Support meeting - but if not, a member of staff will ask questions around your child's support and what they think they need which is shown in the form of a One Page Profile.

How we match the curriculum, teaching and learning approaches if your child has SEN

Class teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that each child's needs are met through variety of needs.

Quality First Teaching is the first step for providing learning for all children
For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning/resources/
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that if your child has gaps in their understanding/learning what extra support is needed to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom practice, when needed.
- Specific group work with in a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run inside or out of the classroom base.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.
- Stage of SEN Code of Practice: SEN support

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress
- A learning Support Assistant/teacher/outside professional will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

How we provide additional support if your child has learning needs

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children. We differentiate/scaffold learning appropriately.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds

- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that help them to succeed
- are encouraged to participate fully, regardless of any additional needs.

Additional support will be planned through SEN support plans. This support is provided by staff in our school through additional interventions, either 1:1 or in a small group and is monitored and evaluated at least termly. If further support or provision is required then we will involve the Education Psychologists for advice and input.

How we provide additional support if your child has social and communication needs

All classes have a visual timetable and some children have their own personal visual time tables to suit their needs. We have interventions within school which support social understanding and these can be implemented as 1:1 or as small group sessions. We can also request the professional input of ASCETS (Autism, Social Communication, Education and Training Service) or the Speech and Language Team for any pupil with difficulties.

We have staff who have worked alongside the Speech and Language Service and they now deliver programmes of support to our children. Doncaster's Speech and Language Service continues to support school with any additional referrals and staff have undergone speech and language training. Where we have allocated a speech and language champion.

We also work closely with the ASCETS team who support children not only with a diagnosis of ASD but also children whom have difficulties with social and communicational needs.

School also have meetings and discussions with the Educational Psychology team whom we work closely with on a regular basis and as a pyramid we meet termly to discuss further support available or needed.

We provide interventions with school to support social and communication needs and staff are trained within these interventions. Teachers make a referral to the SENDCo to request an initial observation before a child access the intervention to ensure it offers the required support.

How we provide additional support if your child has physical, sensory and/or medical needs

Some children in our school have additional needs and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

There is a full accessibility policy, which is available for parents to see on our website and within the office.

Teachers modify teaching and learning as appropriate for children with additional physical, sensory or medical needs. For example, they may give additional time to children with disabilities to

complete certain activities.

In their planning teachers ensure that children with disabilities have the opportunity to develop skills on practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration need in oral work, or when using, for example, vision aids;
- promote and create a positive environment

Our school provide, Individual Health Care Plans for all children with medical needs.

Staff are trained where needed in the medical needs of the children within school, and where possible external agencies are invited to train staff in any additional areas of need.

We provide interventions with school to support physical and sensory needs and staff are trained within these interventions. Teachers make a referral to the SENDCo to request an initial observation before a child access the intervention to ensure it offers the required support.

How we provide help to support your child's emotional health and well being

We provide interventions within school to support emotional needs and staff are trained within these interventions. Thrive is having a huge impact within school, and this is seen by the strategies children are using out of the Thrive sessions. Teachers make a referral to the SENDCo to request an initial observation before a child access the intervention to ensure it offers the required support.

How we promote developing independence

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that help them to succeed
- are encouraged to participate fully, regardless of any additional needs.

How we measure and review your child's progress against their targets and longer term outcomes

Each child is assessed and tracked for progress throughout the academic year. This is reviewed at termly Pupil Progress Meetings.

If your child has an SEN Support Plan in place then we will meet to review progress at least three times a year. It might be that your child has achieved a target so a new target is given, alternatively it might be that the learning target is not yet met and so a smaller break down of achievement steps may be needed. In this case Support Plan meetings may be more frequent.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

We achieve educational inclusion by continually reviewing what we do;

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessments for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- easy access/ wheelchair friendly throughout the building.

How we include children with SEND in the life of our school

Our school is an inclusive school. This means that equality of opportunity must be a **reality** for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children with SEND;
- gifted and talented children;
- any other vulnerable children.

All children have a voice within school and have the opportunity to offer suggestions in how we can make the school a better place, as with all children within the school.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

All staff have appraisals where they are asked in what areas they would like to develop. From this if staff requested to attend further training in SEND this is provided and if it is not available in-house, external opportunities are provided where available.

TA's receive weekly CPD of which at least two sessions per term are on SEN within mainstream settings.

Staff within school working with children whom require additional support have training in:

- Overall SEN skills
- Speech and language training
- Speech, Language and Communication Needs
- Sensory Circuit
- Lego therapy
- Phonics

External support and expertise we can call upon to help us to meet children's needs

At Woodlands Primary we are aware of the agencies within Doncaster that are available to support the child, the child's family and school.

The SENDCo will contact the relevant agencies as needed.

This could be as a referral or for advice. These include:

- Educational Psychologists
- ASCETS (Autism, Social Communication, Education and Training Services)
- Visual Impairment team
- Hearing impairment team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- The BOSS team

If further support is needed, we can refer for outreach support from the special schools in our area. Referrals can also be sent to the school nurse for support with health and development issues. Meetings and discussions will be set up with children and parents before any referrals are made.

How we prepare children to join our school

- Children and families are invited to visit the school before starting with us.
- Children have an opportunity to meet and greet their peers and their teachers.
- We can provide a small personalised booklet for children who would benefit from seeing the school in pictures before actually starting with us on request.
- An admission pack will be provided for you and your child.
- We prepare our own children that we have a new class member joining us. If there is additional information that needs to be shared with the class we will hold a Circle Time to discuss how we can work together as a class team to support our new class member.

How we prepare children to move on from our school

- We discuss with the child the school they are moving on to.
- We share any relevant documents with the receiving school so that they are aware of all circumstances that surround your child.
- We allow our children time to say goodbye to one another via a Circle Time so that the children have closure and a chance to prepare themselves for moving on.
- If appropriate we will support/accompany the child and family with visits to the new school.
- If appropriate we invite staff from the receiving school to spend time in our school setting with your child.
- Appropriate transitions take place and additional transitions if needed

How we deploy our resources to meet the needs of children with SEND

The school budget, received from Doncaster LA, includes money for supporting children with SEN. The Head teacher decides of the deployment of resources for Special educational Needs and Disabilities, in consultation with the school governors and the Senior Leadership Team on the basis of the needs in the school.

- Each class has at least one full-time Teacher and one Teaching Assistant across the year group.
- We work in phase teams to best allocate additional learning support of groups of children.
- We have an Inclusion team who ensures that the needs of children with SEND are being met.
- Resources are available throughout the school.

Contacts for more information

Head teacher: Mrs Jane White
 SENDCo: Mrs Lynsey Pether
 Address: Woodlands Primary School,
 The Crescent, Doncaster, South Yorkshire DN6 7RG
 Telephone: 01302 722353
 Email: Naia.Smith@woodlandsprimary.doncaster.sch.uk
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Glossary for Local Offer

	Annual Review	All Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an

		otherwise intelligent and able child.
ASD	Autistic Spectrum Disorder	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <p style="padding-left: 40px;">Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	Dysarthria is a motor speech disorder. The muscles of the mouth face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other

		areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) were issued instead of statements of SEN. Existing statements will be converted to EHCPs. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase

		the presence, participation and achievement levels of children with special educational needs and/or a disability.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	Nurture Room	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability

	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	<p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the head teacher/deputy head teacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.

	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.