

Bankwood Community Primary School

Special Educational Needs and Disability Policy (SEND)

SENCo: Miss Sally Pearce

The new SEND Code of Practice was implemented from 1st September, 2014. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource established since 1st September, 2014 which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sheffield that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is that which is different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a 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 or mainstream post-16 institutions.

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

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

The areas of need are identified as:

- Communication and Interaction (speech and language and Social Communication, including those with a diagnosis of Autism)
- Cognition and Learning (including specific learning difficulties)
- Social, Emotional and Mental Health (including emotional regulation)
- Sensory and/or Physical (visual/hearing impairment and medical)

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education through personalised learning. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We adopt a holistic approach to a child's education and provide an enriched curriculum supporting all aspects of a child's development.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible** by gathering information from parents/carers, education, health and care services. Records are required from early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN will ensure that they are able to reach their full potential.
- **Promoting positive mental health and emotional wellbeing in all students and staff** and raising awareness amongst staff and students about mental health issues and their signs and symptoms
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum** which will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes and targets are met through support of pupil's needs.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils can contribute to their own learning** to encourage relationships with adults in school where pupils feel safe to voice their opinions of their own needs. To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow. Pupil participation is

encouraged through school by wider opportunities such as school council, visits, school performances, sports teams, monitors and leaders in the playground. To promote our school values and encouraging a sense of belonging and community.

Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN will be closely monitored by staff in order to determine their possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. The SENCo may further assess the child to determine the child's profile.
- e) Through (b) and (d) it can be determined which level of provision the child will need by referring to the Sheffield Special Educational Needs & Disability (SEND) Support Grid.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as a concern by the parent/carer or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents/carers informally or during parent's evenings or meetings.
- i) Parent's evenings and pupil progress meetings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

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.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, the child's emotional presentation as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure barriers to learning are clearly identified and overcome. Where external support staff are already involved, their work will help inform the assessment of need and forms part of the child's individual plan. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the provision that is required; interventions are developing and evolving to meet the needs of the pupil; the impact on progress, and/or behaviour that is expected with a clear date for review. Children, on the Sheffield Special Educational Needs & Disability (SEND) Support Grid at Level 2, will have a Support Plan which reviews yearly outcomes. It records the views of parents/carers, children, outside agencies and the school of what is working well and what needs to change for the child. A Learner Profile is completed with the child to ensure their views of their education are implemented into the plan. Children with more complex needs are reviewed on a My Plan which includes all the information from a Support Plan but, in addition, it collates the history of the child and the family and an outline of the child's needs from a collective perspective. Parental involvement is sought to reinforce or contribute to progress at home. SEN reviews take place termly. The child can move through this Graduated Approach from a Support Plan to a My Plan and vice versa. Children who are no longer on the SEN register will still have their progress monitored. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and other staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made half termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher and the SENCo will revise the support and outcomes/steps based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Referral for an Education, Health and Care Plan (EHC plan)

Children with complex difficulties have a My Plan in place. The 'My Plan' is not a statutory document but can be used as a request for further assessment which may lead to them receiving an Education, Health and Care Plan (EHCP) which is a statutory, legal document. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an EHC Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health and Education professionals

Information will be gathered relating to the current provision provided, previous action points, and the preliminary outcomes set. A decision will be made Locality E panel to confirm all relevant paperwork is in place so that it can be submitted to the Local Authority. The Local Authority will assess whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by Sheffield City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Working in partnerships with parents/carers

Bankwood Community Primary School believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Evaluating the success of provision/exiting the SEN Register

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents/carers and pupils throughout the year. Pupil progress will be monitored on a half termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual Support Plan or My Plan, which are updated when the intervention is changed. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents/carers and governors. This helps to identify whether provision is effective.

Specialist SEN provision (and medical conditions)

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. We recognise that pupils with medical conditions should be supported so they have full access to education, including visits and physical education. Some children with medical conditions may be disabled and in these instances the school will comply with its duties under the Equality Act 2010. Children with medical conditions will be supported in line with the guidance published by the DfE 2014.

www.sendgateway.org.uk

Training and Resources

Pupils with SEND will have access pupil premium to provide additional support. The locality moderates children with more complex needs across the schools and allocates additional funds to support the children from a central budget. Training and additional resources are agreed by the locality to support schools further.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo, with the Senior Leadership Team (SLT), ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Roles and Responsibilities

The SEN Governor and Headteacher oversee the school's policy and effectiveness for inclusion. The SENCo is responsible for ensuring that it is implemented effectively throughout the school along with the SLT.

Storing and Managing Information

In line with our Information Management Policy, all SEN records are kept in the locked inclusion room and/or on CPOMS. The SEN Register is updated and saved electronically in a secure folder on Teachershare.

Accessibility

- The school offers a high quality first teaching experience for all pupils. The curriculum is adapted to meet the needs of all our pupils.
- Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, considering the wishes of their parents/carers and the needs of the individual.
- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents/carers for other flexible arrangements to be made.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.
- We set appropriate individual outcomes that motivate pupils to do their best, and celebrating achievements at all levels.
- Reasonable adjustments are made to help learners to access the curriculum e.g. additional space, changes to the tasks (additional structure, use of lap tops, additional resources).
- The learning environment has visual aids and visual timetables in the classrooms.
- It is essential that all pupils are included in all curricular activities including visits, competitions and out of school provision. Additional support and resources are provided where necessary as health and safety is paramount for the children.
- For further information, see SEN Information Report

Dealing with Complaints

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, Deputy Head or SENCo, who will be able to advice on formal procedures for complaint.

Admission arrangements

Please refer to the information contained in our school website. When new starters arrive from other settings, all details are provided to the new teacher to support the child with their learning.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

Bullying

Please refer to the Anti-Bullying and Behaviour Policies to ensure the safety of all children in the school. We provide support throughout the day for children to access if they feel vulnerable or distressed. The inclusion team monitors the children's wellbeing through communication with children, staff and parents/carers. All incidents reported are dealt with immediately.

Links with other agencies

Bankwood Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Multi Agency Support Team including the Inclusion and Attendance Team
- Social Services and High Support
- Speech and Language Service
- Autism Service
- Visual and Hearing Impairment Services
- Ryegate Children's Centre
- Community and Mental Health Service
- Health visitors
- Occupational Health and Physiotherapists
- Early Years Inclusion Service/UCAN
- ASD Outreach Team
- Pupil Inclusion Team
- Pupil Inclusion Panel
- SENDIAS (Sheffield SEN & Disability Information Advice and Support)
- SENDSARS (SEND Assessment and Review Service)

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Links with other policies

This policy is linked with the following policies:

- Child Protection and Safeguarding
- Equality Information and Objectives
- Behaviour
- Anti- bullying policy
- Mental Health and Well-Being
- RSHE Policy
- Information Management Policy
- SEN Information Report
- Admissions Policy

Monitoring and review

The SENCo is responsible for monitoring the standards of children’s work and quality of teaching and provision. The coordinator supports colleagues in their teaching by providing them information about identification and strategies to support children with SEND. SEN will be monitored through the SEN Self Evaluation Form.

Review of the Policy

The policy will be reviewed annually by the SENCo and leadership team and shared with all stakeholders.

SEN Policy

Reviewed September 2020

To be reviewed September 2021

Appendices

Appendix 1

Support from External Agencies:

Educational Psychology Service

The Educational Psychologist discusses and prioritizes the caseload with the SENCo each term in a Compass Meeting. Referral to the Educational Psychology Service is required where the school needs additional advice to develop strategies to meet the needs of pupils, extra to the interventions already implemented, and support an EHC plan request. Such referrals are always made in consultation with parents/carers.

Early Years Inclusion Team

Additional assessments of pupils' learning needs are carried out by the Early Years Inclusion Team for FS0 to FS2 after interventions have been implemented. An initial referral to the service is completed in consultation with parents/carers. The assessment provides an overview of a child's strengths and difficulties and it gives suggestions for outcomes. The school can then request further monitoring assessments.

Autism team

A diagnosis of Autism is made by the medical profession. Where further support is required at school to meet the needs of a child with an ASD diagnosis, the SENCO will make a referral to the Autism Team. This team offers specialist advice and monitoring and will attend review meetings to discuss appropriate strategies with teachers, parents/carers and support staff.

Speech and Language Therapy

The school has a speech and language therapist who provides assessment and, in some cases, brief blocks of therapy for children referred to the service. Referrals come from health visitors and by the school in consultation with parents/carers. The prioritising of the Speech therapy sessions is reviewed on a termly basis by the SENCo and Speech Therapist.

Enhanced Speech and language Therapy Service/Speech and Language Impairment Team

Where a child has been assessed as having a specific language impairment, the enhanced speech and language therapy service will offer additional sessions, involving a teaching assistant from within school to follow up work between sessions. Referrals to this enhanced service are made by the school or early year's speech therapists.

Child and adolescent mental health services (CAMHS)

When a child is having emotional and/or behavioural difficulties that are causing concern at home parents/carers are encouraged to seek advice from their own GPs, who may make a referral to the CAMHS team.

Social Care

As part of our commitment to the safeguarding of children, the school will refer children to Social care professionals when we feel that a child is at risk. Our child protection policy outlines the outlines our responsibilities and procedures to safeguard children. The SENCo will discuss any child who is felt to be at risk with the Designated Safeguarding Lead (DSL) or deputy who will complete a Family Common Assessment Form (FCAF) if they feel it necessary. If a child is at risk of significant harm, the DSL will contact the Safeguarding Hub. When a family has a social worker or Multi Agency Support Team (MAST) we liaise with this service to support parents/carers involvement in planning and providing for children with special educational needs.

Appendix 2

Glossary of terms for the SEN Code of Practice 2014

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Compulsory school age: A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Disagreement resolution: This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents/carers or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

Early Help Assessment: A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Early Support Programme: The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early years provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is

drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

First-tier Tribunal (Special Educational Needs and Disability): An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents/carers against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

Independent Reviewing Officer (IRO): The appointment of an IRO is a statutory requirement for local authorities under the Adoption and Children Act 2002. IROs make an important contribution to the goal of significantly improving outcomes for looked after children. Their primary focus is to quality assure the care planning process for each child, and to ensure that his or her current wishes and feelings are given full consideration.

Joint Strategic Needs Assessment (JSNA): Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

Locality: There are 7 localities of schools in Sheffield (cluster groups) and there are families of schools within localities linked to the secondary school in the family. The localities are named A – G and are based geographically across the city. Each locality has a locality leader and their meetings are chaired by a headteacher within the locality

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents/carers or young people and local authorities over EHC needs assessments and plans and which parents/carers and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer Forum: A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents/carers, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents/carers and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents/carers and young people have confidence in them.

Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents/carers have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental

responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Portage: Planned, home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services. The Portage service is named after the town of Portage, Wisconsin, USA. There is an active and extensive network of Portage services in the UK, developed by the National Portage Association, which provides a Code of Practice and accredited training.

Pupil Referral Unit (PRU): Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

Special Educational Needs (SEN): 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Youth Offending Team (YOT)/Community Support Teams (CYT): Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody