



Walsh Memorial CoE Infant School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Agreed	Summer 2023
Review	Autumn 2023
Statutory	no
Annual	no

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Walsh Memorial CE Infant School's SEND policy is in keeping with the school's vision for SEND:

Walsh Memorial CE Infant School is a small, friendly, caring and inclusive community of learners. At Walsh Memorial CE Infant School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

Walsh Memorial CE Infant School is committed to offering and providing an inclusive learning environment and curriculum in line with our vision and values to ensure the children flourish to become the best they can be. We believe that at the heart of our school are the core values of **love, community and perseverance**. These values underpin our spiritual, moral, social and cultural development. As a school, the governing body and staff all work together to focus on individual outcomes ensuring all pupils succeed. We strive to ensure that provision is tailored, balanced and relevant to meet the varied needs of all pupils. Respecting the unique contribution that every child can make to the school community, we seek to place this contribution within a clear structure, which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

Central to our SEND policy is the core belief that "All teachers are teachers of children with special educational needs." We fully comply with the regulations of the SEND Code of Practice (2015), which can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Walsh Memorial CE Infant School, we want each child to achieve his/her best, we want to develop skills that are unique to the individual, to develop their confidence, to live fulfilling lives and to make a successful transition into their next school. We aim to create a safe, happy, healthy, sustainable and supportive school that will foster a lifelong love of learning, build relationships based on Christian beliefs and the values of love, community and perseverance and encourage excellence in all things.

There is a high standard of pastoral care in our village church school where children are known as individuals and we know our families well. Each member of staff is committed to caring for the children. The Special Educational Needs Coordinator (SENCo) and staff are sensitive to the changing needs of each individual child. There is close contact between parents and the school, and staff are aware of circumstances that may affect the child. We will use appropriate and reasonable adjustments to give children with SEN and disabilities every support they need.

Definition of Special Educational Needs and Disability (SEND)

At our school, we use the definition for SEN and for disability as outlined in the SEND Code of Practice (published in 2014 and updated in 2015):

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’

A disability under the Equality Act 2010 is defined as *‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’*

SEND Support: A guide for parents

SEND support can take many forms. At Walsh Memorial CE Infant School, this could include:

- An initial chat/meeting with the class teacher to discuss needs that have been identified
- A meeting with the teacher and/ or SENCo and/ or Headteacher to discuss the needs of your child
- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Providing or changing tools, materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in the class activities
- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Where children have higher levels of need, the school works in partnership with other specialist professionals and agencies e.g. specialist teachers and speech and language therapists, to assess and advise on the next steps of support.

Working with the school to support your child

- On your child’s admission to school please notify the SENCo of your child’s SEN and/ or disability and provide any relevant documents. You may contact the school office by email at info@walsh-memorial.surrey.sch.uk or the SENCo at senco@walsh-memorial.surrey.sch.uk If your child’s needs become apparent during their time at Walsh Infant, the class teacher or SENCo will contact you to discuss how the school can support your child. Please speak to your child’s class teacher first if circumstances arise that you wish the school to be kept informed of.
- If your child’s needs cannot be met within the normal, high quality teaching provision in class, then the class teacher will draw up a SEND support plan that identifies your child’s needs and the targeted outcomes your child will be supported to achieve
- Termly meetings will then take place with the class teacher and/ or SENCo to share a review of your child’s progress towards the targeted outcomes and plan for next steps/ new outcomes.

Supporting parents/carers

Support and additional information may be found:

- In the SEND Information Report on the school website (go to Home-> Our school > Special Educational Needs)
- On the Surrey County Council website providing information for parents with children with SEN and disabilities www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page
- In the school's admissions arrangements as outlined on the Parent Information page of the school website
- From SEND advice Surrey which provides impartial and independent information, advice and support for young people and parents/carers of children with special educational needs or a disability (SEND) aged 0-25. They can be contacted on 01737 737300 or <https://sendadvicesurrey.org.uk/>
- To make a comment, raise a question or if you are concerned about how your child's needs are being met by the school, please speak in the first instance to your child's class teacher. If the matter is not resolved, please arrange a mutually convenient appointment with the SENCo or the Headteacher/ SEND governor.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility of all the staff at Walsh Memorial CE Infant School. This includes the following roles:

The Headteacher is responsible for

- Meeting the SEND and medical needs of pupils.
- Monitoring the progress of SEND children and the effectiveness of practice in school.
- Holding the SENCo, class teachers and teaching assistants to account through rigorous performance management.
- Responding to parents' concerns about provision.

The SENCo is responsible for

- Day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN and disabilities (SEND), including those who have Educational Health and Care (EHC) plans.
- Co-ordination of arrangements with the class teacher regarding those pupils with SEND.
- Liaising with parents and carers to gain their views, share concerns and successes, decide on next steps and support parents and carers with practical strategies.
- Championing special educational needs
- Monitoring the progress of SEND children.
- Organising training for staff in liaison with SLT.
- Monitoring interventions delivered by staff.

The SEN governor link is responsible for

- Liaising with the SENCo
- Monitoring participation and progress of children with SEND.
- Reporting to governors

The class teacher is responsible for

- Daily planning to meet the learning needs of all children including SEND pupils in their class.
- Working in partnership with the SENCo, parents and specialist advisors to develop an individual support plan for SEND pupils, review the outcomes on the plans and update parents as needed.
- Formative and summative assessments and data tracking to monitor children's progress.
- Reporting to parents.
- Directing teaching assistants in the delivery of support to children in class.
- Recording and filing evidence of support in class SEND folders e.g. list of identified children and area of need identified, class provision plans, SEND support plans, reviewing targets on plans or EHCPs and maintaining the class 'watch list'
- Records of teacher and parent meetings and agreed actions.

- Records of behaviour logs.

The Teaching Assistant (TA) is responsible for

- Supporting pupils in class under the direction of the class teacher.
- Supporting the pupils in the class by following the recommendations in the reports from outside agencies.
- Attending meetings and working alongside outside agencies whenever possible.
- Giving feedback information about strategies or recommendations to all members of staff.
- Implementing a range of intervention programmes according to pupil needs.
- Reporting on the achievements and progress of children they are supporting to the class teachers and the SENCo.
- Being part of the review process for targets for EHCP annual reviews.
- Under the direction of the teacher or SENCo, communicating with parents.

At Walsh Memorial CE Infant School our aims for children with SEND are:

- To provide early identification, targeted provision and continued monitoring and assessment of all pupils with special needs.
- To enable each individual pupil with SEND to meet or exceed the high expectations set for them based on their age and starting points.
- To set ambitious educational outcomes together with parents and the child.
- To encourage self-motivation and an ability to work independently.
- To develop the self-confidence and self-esteem of each child, enabling them to make a successful transition on to the next phase of their educational journey.

Key priorities from Walsh Memorial CE Infant School’s Development Plan (SDP) help ensure outcomes for children with SEN are realised.

A graduated approach to SEND at Walsh Memorial CoE Infant School

There are four broad areas of Special Educational Needs:

- Cognition and Learning (C & L)
- Communication and Interaction (C & I)
- Social Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S and/ or P)

Provision in school is organised into three waves of intervention:

Universal – Wave 1 All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.
Targeted – Wave 2 Some children will need additional programmes and/or planned support, designed to accelerate learning.
Specialist – Wave 3 Additional highly personalised interventions which may include one to one or specialist interventions.

All staff at Walsh Memorial CoE Infant School follow the Graduated Response:



Each of these areas has the following sections:

Profile of Need (assess)

Assessment and Planning (plan)

Intervention and Support (do)

Evaluating Progress and Reviewing (review).

How does the school decide whether to make special educational provision?

Pupils with SEND are identified and their needs determined and reviewed through

- Liaison with nursery or playgroup
- Early Years Foundation Stage profile in Reception Year
- Consideration of all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress
- If the need is not yet identified, then the Surrey Inclusion and Addition Needs Strategy (IANS) document is used to identify the needs of the child.
- Accurate formative and summative assessment
- Internal staff moderation of progress and provision management outcomes
- Specific assessments
- On-going classroom observations
- Expression of concern from involved adult (e.g. parent, teacher, Health Authority)

At Walsh Memorial CE Infant School, parents/carers of SEND pupils are asked to meet with the class teacher each term to review the progress made by their child as well as discussing future outcomes/ targets through parent/ teacher meetings. Pupils may also be involved (depending on age and stage of development) in the process. The partnership between home and school is crucial in helping a child reach his/her full potential and working towards the assess, plan, do, review, cycle.

Some children need support for a short period, as a “catch-up” and therefore are not classified as having special educational needs. Targets and outcomes of this support are recorded on the class ‘watch lists’ and class provision maps. If concern continues regarding a child’s progress, additional support may be put in place. The SENCo, in liaison with the class teacher and head teacher, decides on who would benefit by being placed on the SEN register, which is updated termly.

SEN and disability support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with an increasing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this, the cycle of **assess, plan, do** and **review** is adopted.

The effectiveness of the support, interventions and outcomes are recorded on the SEND support plan and reviewed at the half-term point each term. This informs the planning of next steps for a further period or where successful the removal of the child from SEND support.

Our interventions are research-based, with proven outcomes: Little Wandle Phonics catch-up programmes, Emotional Learning Support (ELSA) and personalised programmes for children with specific learning and emotional difficulties. Additional, specialist services are available for advice and consultations. These may be a single visit or if necessary can continue for a period of time.

When a child is on the Special Educational Needs Register, they and their parents will be asked to complete a One Page Profile. The class teacher, with the support of the SENCo, will write a SEND support plan for the child. This outlines what we hope the child will achieve and the support we have put in place. The plan is discussed with the child and his/her parents/carers and a date set for its review. Individual Plans are discussed with parents/carers at termly parent-teacher meetings. However, it may be necessary to review a SEND support plan more frequently, in which case, additional meetings will be arranged. Parents/carers can request a meeting at any time. If the targets set are not achieved to the expected level, it may be necessary to increase the amount of provision or alter the provision in place.

Special Educational Needs and Disability provision and other intervention work is recorded. The Head Teacher and SENCo reviews the impact on progress made by the interventions and support every term. The intervention programmes currently in use in the school are detailed on the school's website under SEND – Special Educational Needs.

In tailoring support for some children, we may draw on the assessments and guidance of other education professionals e.g. speech and language therapists, specialist teachers or/and professionals from health and social services.

Children with Higher Levels of SEND need

If a child has a high level of SEND need and is not making adequate progress through the extra support provided from school and external agencies, the school may apply for an Education, Health and Care Plan (EHCP). The parents and child are at the centre of this process. The local authority considers evidence of progress towards outcomes and evidence of costed provision as outlined on the SEND Support Assessment and provision map. If an EHCP is provided, the local authority and the parents will set out the provision needed, following multi-agency meetings. This will be reviewed annually.

Training and development

As part of our normal school self-evaluation and budget planning, we determine how to use our resources to support the progress of pupils with SEND. Training organised for the staff reflects the current needs of the children and staff at our school. This can be led in-house or through an external provider.

Monitoring and evaluation of SEND

We monitor and evaluate the quality of provision offered to our pupils to ensure future developments and improvement. The school has a comprehensive monitoring cycle outlined

above in the graduated approach to SEND. Further evaluation of SEND at Walsh Memorial CE Infant School is achieved through:

- Identify and assess using the IANS document.
- An evaluation of the Provision Maps to show the most successful interventions.
- Verbal or written feedback, reviewing targets and interventions.
- Evidence that appropriate scaffolding is taking place during classroom observations, monitoring of planning and work scrutiny.
- Our SEND Governor ensuring that appropriate procedures are implemented and monitored.
- School Development Plan priorities.
- External audits.
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships.
- Parents/ carers questionnaires.
- Questionnaires and feedback from children.

Other documents

This policy was created in partnership with the SEND working party group which includes the Headteacher, governors, SENCo, staff and parents. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Child Protection and Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Inclusion Policy
- Teachers Standards
- Touch and use of restrictive physical intervention policy

Copies of all school policies are available on request from the school office.

STORING AND MANAGING INFORMATION

The school details its approach to holding data in its Privacy Notices and Data Protection Policy. All records are stored following DfE guidelines.

IDENTIFICATION OF NEED AND CHILDREN WITH MEDICAL NEEDS

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014. These groupings are for the purpose of identification and to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of

communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for cognition and learning needs may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. Cognition and learning needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive 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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Provision at Walsh Memorial CE Infant School

At Walsh Memorial CE Infant School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. Our school provision as detailed on the school website, explains levels of provision for different needs.

Walsh Memorial CoE Infant School Offer 2022-2023



Walsh Memorial CoE Infant School Provision Map 2022-2023



All staff at Walsh Memorial CE Infant School will follow the Graduated Response:



Provision in school is organised into three waves of intervention:

Universal – Wave 1 All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.

Targeted – Wave 2 Some children will need additional programmes and/or planned support, designed to accelerate learning.

Specialist – Wave 3 Additional highly personalised interventions which may include one to one or specialist interventions.

Vision for SEND at Walsh Memorial CE Infant School: Walsh Memorial CE Infant School is a small, friendly, caring and inclusive community of learners. At Walsh Memorial CE Infant School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad

and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

Universal – Wave 1			
<p>High Quality Inclusive Teaching Provision All teachers are responsible and accountable for the progress and development of all pupils in their class.</p> <ul style="list-style-type: none"> • We create a positive and supportive environment for all pupils without exception • We are an inclusive school that removes barriers to learning and participation • We provide an education that is appropriate to pupils’ needs • We promote high standards and the fulfilment of potential for all pupils • We promote positive relationships, active engagement and wellbeing for all pupils • We ensure all pupils can access the best possible teaching • We adopt a positive and proactive approach to behaviour 			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
Individual instructions given to check understanding Modelling a choice of responses Visual reminders/ prompts Key words/ vocabulary with visual prompts Minimise abstract vocabulary Activities and listening broken up into manageable chunks Time given to gather thoughts Support with social skills TAs used effectively to give further/ simplified explanations and to support pupils to ask and answer questions Use of talk partners	Use of I do/ we do/ you do for all learning Scaffolded learning English focus groups with adult support Maths focus groups with adult support Daily Little Wandle Phonics lessons All children read with an adult at least twice a week Small group Literacy and /or Numeracy support “Chunking” tasks Modification of the classroom environment	Our school is fully accessible Accessible toilets Easy access to resources Suitable desks and chairs at age appropriate heights Regular handwriting sessions Extra fine / gross motor activities Writing slopes Right and left handed scissors/ special adapted scissors A range of pencils and pencil grips Dough gym	Christian values underpinning all teaching and learning and behaviours for learning Access to our two trained ELSAs Zones of Regulation in every classroom Extra individual adult support for attention difficulties or to reduce anxiety Visual timetable in each classroom Classroom routines and rules Reward systems – stickers, golden tickets, Star of the Week certificates Appropriate scaffolding to ensure children are motivated to learn and

	<p>Use of word banks and phonics sound mats to support writing</p> <p>Peer and adult support</p> <p>Key vocabulary taught for each unit through Knowledge Organisers and learning walls</p> <p>Visual resources to support understanding</p> <p>Use of 'Magic Maths' trays with manipulatives</p> <p>Using technology effectively</p> <p>Clear learning objectives shared with all</p> <p>Close the gap instant interventions support children to embed learning</p> <p>Flexible groupings</p> <p>Regular learning walks take place by SLT/ SENCo</p> <p>Regular CPD for all staff</p>		<p>to minimise emotional, social and behavioural difficulties</p> <p>Individual greetings for each child every morning</p> <p>Individual provision for children with attachment or transition support</p> <p>Safe spaces</p> <p>Nurture room</p> <p>Responsibility roles such as Busy Bees in Y2, Class Leaders, collecting books at the end of the lesson</p> <p>School Council</p> <p>Use of pupil voice</p> <p>School behaviour policy and procedures Logging systems and behaviour tracking to identify any patterns and trends with individuals</p> <p>Children have their own pegs – these may be placed according to individual need</p> <p>-</p>
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Targeted – Wave 2			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Speech and Language Therapy with our school therapist – Mrs Tania Anderson</p> <p>Time to Talk programme</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Five Minute Box : Literacy</p> <p>Five Minute Box : Numeracy</p> <p>Precision teaching for reading/ spelling/ maths</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Sensory circuits</p> <p>Start to Write programme</p> <p>Jump Ahead activities</p>	<p>Specialist Teacher for Inclusive Practice (STIP) involvement</p> <p>Social skills group</p> <p>Play time and lunchtime support</p> <p>ELSA support</p>

<p>Language for Thinking Concept Consolidation Use of Widgit symbols/ visual prompts to help communication Pre-teaching of key topic vocabulary in school and also shared with parents/ carers Use of Makaton Social skills groups – sharing/ taking turns/ developing friendships Supervised lunchtime activities indoors Social stories Comic strip conversations Now/ next boards Task boards Lego Therapy Attention Autism – bucket time</p>	<p>Increased scaffolding Little Wandle Phonics catch-up groups Colourful Semantics</p>	<p>Occupational Therapy programme activity leaflets Additional handwriting sessions Clicker used to support where necessary</p>	<p>Emotional support within class in response to need Individual visual timetables Social stories used to support in school and shared with parents. Social stories made to support parents at home</p>
Specialist – Wave 3			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
<p>Speech and Language Therapy Programmes with Surrey therapists Assessments and advise from Educational Psychologist</p>	<p>A structured and personalised learning programme Assessments and advise from Educational Psychologist Use of ICT to support individual need – eg Clicker 8</p>	<p>Occupational Therapy support and programmes Physiotherapy support and programmes Advisory Teacher for Physical and Sensory support Assessments and advise from Educational Psychologist Use of specialist equipment Liaison with medical specialists</p>	<p>Primary Mental Health Worker TA trained as Senior Mental Health lead Freemantles Outreach Young Carers support SEARCH nurture programme CAMHS CAMHS referral through neurodiverse link Assessments and advise from Educational Psychologist</p>

<p>Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.</p>	<p>Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.</p>	<p>Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.</p>	<p>Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.</p>
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Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SLCN Speech, Language and Communication Needs	Difficulties with speaking clearly, understanding what others are saying, following instructions or saying what they need to say so that other people can understand clearly. Every child with SLCN is different and their needs may change over time. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
ASD Autistic Spectrum Disorder or Autism	A difficulty in understanding and expressing emotions and social 'rules', in seeing things from another point of view. Children with ASD may have poor language skills and may need to follow set ways of thinking and behaving.
Cognition and learning needs	Support for learning difficulties may be needed when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Dyslexia	Children with dyslexia find it difficult to recognise words quickly, they find it hard to work out what new words say or to spell words, even when they have seen them a lot of times before.
Dyscalculia	Dyscalculia is a specific learning difficulty which makes it hard for children to learn basic number facts or to do basic arithmetic.
Dyspraxia	Dyspraxia is a common disorder which affects fine and/or gross motor skills in children and adults. It may also affect speech. People with dyspraxia may appear clumsy or bump into things a lot, they may have poor balance or be disorganised and 'messy'.
Social, emotional and mental health difficulties	Children may have a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, or 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.

ADD/ADHD	Attention deficit Disorder/Attention Deficit Hyperactivity Disorder Children with ADD or ADHD may not be able to focus on anything for very long and they may act without thinking things through first. Children with ADHD may also appear to have lots of energy, be always on the move or fidgeting.
Attachment disorder	This is sometimes diagnosed when people have difficulty forming lasting relationships. People with attachment difficulties often show a lack of ability to be genuinely affectionate with others. They often fail to develop a conscience and do not learn to trust. They do not allow people to be in control of them due to this lack of trust. Attachment disorder usually arises from a lack of consistent nurturing care during infancy (up to about three years of age).
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which makes it difficult for them to use the educational facilities generally provided. These difficulties can be age related and may change over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
SENCo	Special Educational Needs Coordinator, the member of staff responsible for making sure that we support all the children's learning needs as best as we can and in line with government requirements and the expectations of the local authority, Surrey County Council.
SEND Code of Practice 2015	The document which describes what schools must provide for children with special educational needs and/or disabilities
SEN Governor	A member of the Governing Body who has a particular interest in special educational needs
SEN Register	A list of all the children in the school who have special educational needs
Intervention	Extra support given to a child, possibly in the form of a special programme of learning, to improve their level or rate of learning
Wave 2 provision	Interventions or support which give children an extra boost to help them catch up with their learning,
Wave 3 provision	Interventions which are specifically tailored for children with special educational needs. Such interventions may be offered on an individual basis or be delivered to a group of children – this is especially helpful to avoid isolating children with SEN from their peers.
Provision map	A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.
EHCP Education, Health and Care Plan	Most children's needs can be met by their school, with the help of outside specialists sometimes needed. However, in some cases the local authority is asked to make an assessment of a child's Education, Health and Care needs (an EHC needs assessment). After the EHC needs assessment, if the authority decides that a child or young person needs special help which is greater than can be provided by the

	<p>school's resources, they prepare an Education, Health and Care plan. Education, Health and Care Plans have replaced statements of special educational needs.</p>
One Page Profile	<p>A One Page Profile is a short introduction to a person, which gives key information on a single page. This gives staff an understanding of the person and how best to support them.</p>
Outside agencies	<p>These are specialist services provided by the local authority or the health service which can provide advice to schools about how best to support individual children with special needs. They include: the Behaviour Support Service, the Learning and Language Support Service, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and the Race, Equality and Minority Achievement Service which includes the Traveller Education Service and support for pupils with English as an additional language,</p>
SEN Support Arrangements Plan	<p>The Surrey SEN Support Arrangements Plan is the document used to demonstrate how the school is providing special educational needs support for children with special needs who do not have an Education, Health and Care Plan.</p>
Provision map	<p>A provision map is a summary of the help available for pupils with SEN, and the range of staffing, specialist programmes and other support.</p>
Outside agencies	<p>These are specialist services provided by the local authority or the health service which can provide advice to schools about how best to support individual children with special needs. They include: the Behaviour Support Service, the Learning and Language Support Service, the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and the Race, Equality and Minority Achievement Service which includes the Traveller Education Service and support for pupils with English as an additional language,</p>