HEADINGTON RYE
OXFORD · PREP SCHOOL

Prep School
Learning Support and SEND Policy including EYFS

Approved by the Risk & Compliance Committee:	September 2025
Reviewed by:	Head of Learning Development/SENCO & Deputy Head of Learning Development/Pre-Prep SENCO
Date of last Review	September 2025
Next Review Date:	In line with legislative updates

Recommendations made in the Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 (referred to as the SEND Code 2015 hereafter) are not legally binding for independent schools but we choose to have regard to its recommendations, which have been incorporated into this policy.

The Equality Act (2010) requires schools to eliminate unlawful discrimination against students based on nine "protected characteristics", age, disability, gender reassignment, marriage and civil partnership, pregnancy and maturity, race, religion or belief, sex and sexual orientation. In line with this act, we are committed to not directly or indirectly discriminate against, harass or victimise children in these categories, and foster good relations between different groups. We will make "reasonable adjustments" to ensure that disabled students are not at a substantial disadvantage.

Definition

We recognise that a range of learning support needs, learning and behaviour differences and physical or sensory disabilities exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs.

We embrace the concept of neurodiversity which recognises that there is a wide range of ways people process information and experience the world. Brain differences are normal and all people are under the umbrella of neurodiversity.

Special educational needs and disabilities (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code 2015). Just because a pupil has SEND, it does not follow that the pupil is disabled.

Learning difficulty: A child of compulsory school age 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, and/or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision: Provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA.

A disabled person: A disability under the Equality Act 2010 is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes sensory impairments, such as those affecting speech, sight or hearing; developmental, such as autism spectrum disorders (ASD); dyslexia and dyspraxia; memory, ADHD, mental health conditions; asthma; diabetes, epilepsy, cancer.

Note: There is a significant overlap between children with SEN and those with disabilities. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Language: Children must not be regarded as having SEN or 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. In Early Years it is particularly important to look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

Aims

All children are entitled to receive a broad, balanced education based on the National Curriculum, that enables them to achieve their best and become confident individuals living fulfilling lives. We seek to create an environment that meets the educational needs of each child. Children are provided with appropriate learning opportunities, which cater for individual differences and special educational needs.

All children in EYFS are entitled to an education that enables them to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (SEND Code 2015).

Lessons are conducted in a secure, supportive and warm but disciplined manner. Pupils and staff interact in a manner that demonstrates mutual respect. We seek to demonstrate concern for the whole child, addressing emotional, mental and social development as well as intellectual needs.

Objectives

The school seeks to uphold these fundamental principles, in line with the SEND Code 2015:

- ensure early identification of needs and early intervention to support them
- enable all children to have full access to all elements of the a broad, balanced and relevant education and extracurricular activities
- educate pupils with SEND alongside their peers within the normal curriculum
- provide quality first teaching that is adaptive, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals
- offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs
- ensure that each pupil receives an equal opportunity (see Equal Opportunities Policy)
- have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals
- ensure that pupils and their parents have a voice in this process and are involved in decision making regarding the pupil's education, including target setting and reviewing
- monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers, learning assistants and the Learning Development Department (LDD)
- promote positive outcomes in the wider areas of personal and social development
- make clear the expectations of all partners in the process – Learning Development team, staff, parents and pupils.

- the continued progress of pupils with SEND is the responsibility of all staff
- where appropriate, work in close liaison with the local authority, to improve outcomes for children with SEN or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary (SEND Code 2015, chapter 9)
- support children in developing an awareness of their own learning differences and establishing self-help strategies which enable them to be independent in their learning

Organisation

Persons responsible for the implementation of the learning support and SEND policy statement:

- the Head and the Head of Learning Development/SENCO are the 'responsible persons' for ensuring that all those who teach SEND pupils have been informed of their needs
- the Head of Learning Development, the Deputy Head of Learning Development/Pre-Prep SENCO and Head cooperate in producing the School's learning support and SEND policy statement, which is approved by the governing body
- sufficient staffing, training and funding must be made available to meet the aims of the policy statement and resources must be used effectively
- the Head of Learning Development/SENCO and the Deputy Head of Learning Development/Pre-Prep SENCO coordinate the day-to-day provision for pupils with learning support needs and SEND
- teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from learning assistants or specialist staff (SEND Code 2015 6.36)
- the SENCO liaises closely with the Deputy Head (Pastoral), the Deputy Head (Teaching & Learning) and the Deputy Head (Head of Boys and Head of Pre-Prep)
- The Pre-Prep SENCO liaises with the Deputy Head (Head of Boys and Head of Pre-Prep)
- the Governing Body is responsible for keeping a general oversight of the School's SEND provision
- Review of SEND pupils and our policy is made formally as a standing item of every Education Committee and to Governors generally

Roles of the teaching staff in the implementation of the SEND policy

All staff are involved in the development of the School's policy and by so doing (supported by INSET) they are fully aware of the School's procedures for identification, assessment and provision for SEND. Specialist teachers are fully involved in the development, implementation and review of Individual Education Plans (IEPs) and SEND Profiles.

The Prep School employs the Head of Learning Development who also acts as a whole school SENCO, Monika Blackwell, who works four full days, reporting to the Head. The Head of Learning Development/SENCO is a qualified teacher with relevant experience of SEND Co-ordination and also holds an MA in Childhood Studies and a Diploma in Dyslexia Assessment and Intervention Level 7 (2022). In addition to her work as Head of Learning Development/SENCO, she undertakes 1:1 and small group teaching and short educational assessments.

The Deputy Head of Learning Development/Prep-Prep SENCO works full time, reporting to the Head of Learning Development/SENCO. The Deputy is a qualified teacher, holds the National Award for SEN Coordination and is a specialist teacher. In addition to her work as Deputy Head of Learning Development/Pre-Prep SENCO, she undertakes 1:1 and small group teaching.

The Learning Development Department has one further part-time specialist teacher who supports pupils on a 1:1, group basis or in class. The department offers specific help to pupils in the areas of reading, writing, spelling, handwriting, maths and emotional support.

The Learning Development team carry out short Educational Assessments as required, in close liaison with class teachers and parents. If any external assessments are required, parents are advised to to arrange this independently. Parents' permission is obtained to share external reports via the staff secure Google Drive.

All teachers are fully committed to learning support and SEND and to developing their knowledge of SEND issues and to use and share best practice. It is the responsibility of all teachers to ensure that they are fully aware of the School's procedures for identification, assessment and provision for learning support and SEND pupils. Induction for new staff about the school's learning support and SEND procedures takes place during INSET days and at times agreed with the relevant staff. Ongoing training on SEND is provided to all staff via staff meetings, INSET and tailor-made ad-hoc sessions.

The pupil's place is in the classroom, and disruption to this should be kept to a minimum and only for valid reasons. We therefore seek to offer time-limited interventions rather than ongoing support. Where appropriate, 1:1 or small group support is put in place in-class or outside the classroom. If pupils are withdrawn from class, they do not miss core subjects, i.e. English, Mathematics and Science. A 'protected list' of Year 2-6 pupils who should not be taken out of Maths or English to attend Music or Drama lessons, is kept up-to-date and circulated to all staff.

Once a pupil has received support outside the classroom for a period of time, the Learning Development team liaises closely with the class teachers to establish the best way to support the pupil in class.

The policy is regularly reviewed in order to ensure that provision is making the most 'reasonable' use of time and resources, and that we offer the best provision for the pupil. No extra charge is made to the parents for this provision.

Accommodation: Learning Support and SEND facilities

The Learning Development Department, also known as the NEST (Neurodiversity and Education Support Team) has a designated suite of five rooms, with 12 pupil computers, where individual and small group lessons take place.

Differentiation

The school's core curriculum is inclusive and adaptive and we recognise that adaptive teaching is paramount to meeting a pupil's needs in the classroom. The Learning Development Team advise on teaching strategies that can be utilised for pupils to this effect and is key in helping pupils to develop independence. This approach allows most pupils to achieve their potential without additional support. Furthermore, in line with the recommendations of the SEND Code 2015, we adopt a 'whole school' approach to Specific Learning Difficulties (SpLD).

The school also promotes an awareness of neurodiversity and the belief that personalising learning goes beyond adaptive teaching across the curriculum. This allows greater flexibility for pupils to learn in a range of different ways.

The curriculum is based on the principles of:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning

There are circumstances in which some additional/different action is needed, if pupils with learning support or SEND are to make adequate progress. Where a pupil is identified as requiring learning support, the school takes action to remove barriers to learning and/or put effective special educational provision in place. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach (see Appendix 4). This draws on frequent reviews and may involve specialist expertise in successive cycles in order to match interventions to the needs of the pupil concerned. The way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Identification and assessment of pupils' needs

Early identification, assessment and graduated provision is available for all pupils causing concern, and the identification of learning support needs and SEND is built into the overall approach to monitoring the progress and development of all pupils.

All teachers are responsible for identifying children who are failing to make expected progress, both academic and related to wider development or social needs, emotional and mental health, and for liaising with the Learning Development Department (LDD) and Head about appropriate support.

In identifying a child as needing support, the class teacher, working with the Learning Development Team, will carry out an analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. The analysis will also draw on other subject teachers' assessments where relevant, the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views, and if relevant, advice from external support services. In consultation with parents and the pupil, the appropriate support to be put in place and a date for review is agreed. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, and support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system.

Pupils who are thought to have learning support needs or SEND are identified and assessed as early and thoroughly as is possible and necessary. Referral can be made from:

- the head teacher, class teachers, specialist teachers and learning assistants (analysis of pupil's work, observations of the pupil in class and less structured situations)
- feedback from discussions with parents, pupils and staff
- attendance data
- internal assessment and screening tests

- following information from previous school
- external agencies and professionals
- formal and informal assessment procedures

Early identification of need followed by effective provision is very important because:

- it can remove any barriers to learning and improve long-term outcomes for the child
- it can maximise the likely positive response of the child

The single SEND Category refers to those children who require specialist provision that is 'additional and different from' their peers (SEND Code 2015, p97-98), across four broad areas. Children may have needs that cut across all these areas and their needs may change over time:

Communication and interaction

This includes speech, language and communication needs. Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may have difficulties with speech, language or social communication (SLCN).

Cognition and learning

This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate adaptation, Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia and dyspraxia (also known as Developmental Coordination Disorder - DCD.

Social, emotional and mental health difficulties

This includes becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour, and may reflect underlying mental health difficulties such as anxiety, depression, eating disorders or other physical symptoms that are medically unexplained. It also includes disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

This includes vision impairment (VI), multi-sensory impairment (MSI) and/or physical disability (PD).

Learning Development Department (LDD) short assessment

Parents are always informed prior to a pupil being assessed, giving reasons for the assessment and an outline of what this entails.

The assessment is not diagnostic and the main aim of the assessment process is to facilitate progress in a pupil's learning. The assessment provides:

- a statement of the pupil's progress, current attainment, and learning behaviour
- a statement of underlying cognitive ability and cognitive processing
- a means by which we can ascertain if the pupil is underperforming, and in which areas

- a profile of strengths and weaknesses from which the most effective teaching strategies for the pupil can be developed
- where relevant, recommendations for more in depth diagnostic assessment by external agencies and professionals

The above information is used to analyse the child's needs and plan how best to support the pupil and facilitate progress in their learning.

Following the assessment of a pupil by the Learning Development team, the assessor and, where appropriate, the class teacher meet with parents to discuss the results and recommendations. If the pupil is placed on a Pupil Profile, IEP (Individual Education Plan) or SEND Profile, this, together with the assessment report, is placed in the relevant year group in the school's secure shared folder Google drive on the network, accessible to all teachers and learning assistants.

The School recognises the following levels of provision: Academic progress targeted pupils, Monitor, Pupil Profile, IEP and SEND Profile. Whilst these are listed separately, there is movement between all levels and ongoing staff liaison about progress.

Academic Progress Targeted Pupils

The Deputy Head, Teaching & Learning maintains assessment data in 'tracking files' and works with the Deputy Head (Head of Boys and Head of Pre-Prep) to monitor the progress of all pupils. The process highlights pupils who have made below expected progress or are working below expectations and identifies those who may benefit from intervention programmes. These are led by Teachers, Learning Assistants and members of the Learning Development Team.

Monitor

If a teacher is concerned about a pupil's progress and has adjusted the teaching and put in place interventions which have not impacted on the pupil's progress, a Teacher Concern form is completed and evidence of the pupil's progress is collected. This is shared electronically with the Head of Learning Development/SENCO or Deputy Head of Learning Development/Pre-Prep SENCO, who discusses the concern with the teacher, in order to plan an appropriate course of action. This may include further monitoring, in which case the pupil is placed on **Monitor,** or further assessments. This category of Monitor, serves to raise awareness about pupils, e.g. previous hearing loss; early concerns about learning, focus, attention; pupils who may need monitoring around transition from one-year group to another. Pupils in this category do not have a specific learning difficulty or disability. They may however still be offered time-limited learning support lessons, and the focus/targets for these would be discussed with the relevant teachers/learning assistant.

Pupil Profile

Pupils in this category have been identified with some additional needs that inhibit their learning. There is no diagnosis, either from an external agency or from the Learning Development team. The pupil may be included in booster groups or other short-term interventions. Pupil Profiles are reviewed regularly.

Individual Education Plans (IEP) and SEND Profiles

Pupils in these categories have been identified with a significant learning difficulty and/or disability, that inhibits their learning (even if the strategies, medication, adjustments have reduced the barriers and they are managing well). They may have a diagnosis from an external agency, a physical disability which affects their learning such as reduced hearing or vision, or we are sure that a diagnosis would be obtained if they were assessed externally. This would include– Attention Deficit Hyperactivity Disorder (ADHD), Autism, Dyspraxia/DCD, persistent Dyslexia, Dyscalculia, developmental delay, significant processing difficulties, Obsessive Compulsive Disorder (OCD).

Where the pupil is managed within the classroom, they are placed on a SEND Profile which is reviewed annually in the Summer Term.

Where a pupil is being withdrawn for Learning Development lessons, an Individual Education Plan is put in place, to ensure that the relevant class/subject teacher and Learning Development teacher are in close liaison about targets. This is reviewed on a termly basis.

Education, Health and Care Plans (EHC)

In a very small number of cases, when a pupil's needs warrant an EHC plan, the school will liaise closely with the local authority and parents to ensure the best possible outcomes for the pupil.

Support Arrangements

Where a child is supported by the Learning Development department, the class teacher remains responsible for the pupil, working closely with learning assistants and specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Head of Learning Development/SENCO and members of the Learning Development team support the class and subject teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Information about types of special needs and disabilities and practical advice on teaching strategies to support quality first teaching is held in the Learning Development folder on the school's Google drive. Links to online information are provided in Appendix 2 of this policy.

Class teachers provide quality first adaptive teaching for individual pupils, the first step in responding to pupils who have or may have learning support needs or SEND.

Where progress causes continued concern the following support is available:-

Learning Assistants at EYFS Stage and Key Stage 1 are timetabled to provide in-class academic support, and where appropriate and possible in Key Stage 2. They work in partnership with the class teacher and with groups or individuals as directed by the class teacher. In order to avoid 'learned helplessness' pupils are set work at a level appropriate to their individual needs and encouraged to work independently and not rely on adult support.

Learning Development Teachers are able to provide flexible short-term support to children at all levels of need, either in the classroom or withdrawn for 1:1 or small groups, with a maximum of two 30 minutes sessions per subject for English and Maths. Learning Development teachers plan closely with class teachers and specialist teachers, to ensure continuity and progression, effective reinforcement or preparation for new topics.

Maths and English Subject Specialists may support pupils in class or by withdrawing individual pupils or small groups.

Pupils with an Educational Psychologist/Learning Development Teacher's report specifying a persistent and significant learning difficulty may be given more on-going support.

Outside Agencies: The Department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, the Learning Development/SENCOs may refer pupils to agencies and support services. This is done in close liaison with parents, and – where appropriate – the pupil. Where outside agencies require payment, this is paid directly to the agency by parents.

Access Arrangements: where appropriate, and where evidence is made available, pupils are considered for access arrangements for tests and assessments, this may be in the form of e.g additional time and movement breaks.

Recording, Information Sharing and GDPR

As a school we have opted to voluntarily follow the Special Educational Needs Code of Practice (2015), which specifies that "Information sharing is vital to support an effective assessment and planning process which fully identifies the needs and outcomes and the education, health and care provision needed by the child or young person" (Chapter 9 section 32).

For the purpose of this information sharing all, the school's Learning Support and SEND information discussed in this policy is stored on the school's shared google drive and shared with all Teachers and Learning Assistants. Access to this is controlled and information stored securely, password protected and encrypted. The school uses G-Suite for Education and this is compliant with GDPR.

The Head of Learning Development//SENCO and Deputy Head of Learning Development/Pre-Prep SENCO coordinate the writing of documentation for pupils on Pupil Profiles, IEPs and SEND Profiles. Where a pupil has an IEP, three targets are set, together with strategies for how to support the pupil reach the target. Where possible, these targets are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime limited. The targets are reviewed at the end of each term and communicated to parents who attend the the Autumn and Summer term meetings. Internal review meetings are held in the Spring term and a copy of the reviewed and new IEPs are subsequently sent to parents. Targets are discussed with KS1 and KS2 pupils, and where appropriate, KS2 pupils attend the first part of the review meeting . The Learning Development Department is responsible for overseeing and maintaining these pupil records.

Class Teachers are responsible for maintaining class records and for sharing this information with the Learning Development Department, Learning Assistants, specialist staff and future teachers. Evidence of progress towards targets is collected by the relevant staff. Whole school pupil tracking systems are in place and end of year standardised tests provide useful information on pupil progress. This information is scrutinised carefully as part of the on-going monitoring and evaluation of the effectiveness of interventions and resources and to plan future interventions.

The Learning Development team maintain a provision map showing all the provision that the department makes which is additional to and different from that which is offered through the school's curriculum.

The Head of Learning Development/SENCO is responsible for the transfer of learning support or SEND records when pupils transfer to the Senior School. The Learning Development Department endeavours to make close links with the Senior School Learning Development Department. When learning support and SEND pupils leave the school, the Head of Learning Development/SENCO will, in consultation with parents, notify the receiving school about the pupil's learning support or SEND records.

Parental involvement and liaison

We seek to ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of learning support and SEND.

The school adopts an open door policy and parents are encouraged to communicate to the Head of Learning Development/SENCO or Deputy Head Learning Development/Pre-Prep SENCO, any concerns or difficulties, interests or aspirations specific to, or seriously affecting, their child's education.

Parents are aware that they can make an appointment to see the members of the Learning Development Team at any time, or communicate via e-mail or telephone.

Related policies:

- Prep School Stretch & Challenge Policy
- Equality Diversion & Inclusion Policy
- Prep School English as an Additional Language
- Prep School Equal Opportunities
- Prep School Learning and Teaching
- Prep School PSHE/PSED
- Prep School Behaviour
- Whole School Special Educational Needs and Disability and Access (SENDA) Policy
- Whole School Special Educational Needs and Disability and Access (SENDA) Policy – Access Plan
- Whole School Anti Bullying
- Whole School Safeguarding
- Whole School Admissions

APPENDIX 1

Schools, colleges and early years providers who need to improve the knowledge and skills of staff in relation to specific conditions can access information, advice and training materials that have been developed through the Department for Education's voluntary and community sector grants programme. NASEN provides a SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk).

The Excellence gateway provides access to resources to support professional development in the FE and Skills sector (www.excellencegateway.org.uk).

Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earlysupport.

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

APPENDIX 2

Glossary of terms (selected from a more comprehensive list in the SEN Code 2025, pg 278)

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.

Early Years Foundation Stage (EYFS): The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The Foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

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.

Independent school: A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school of 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.

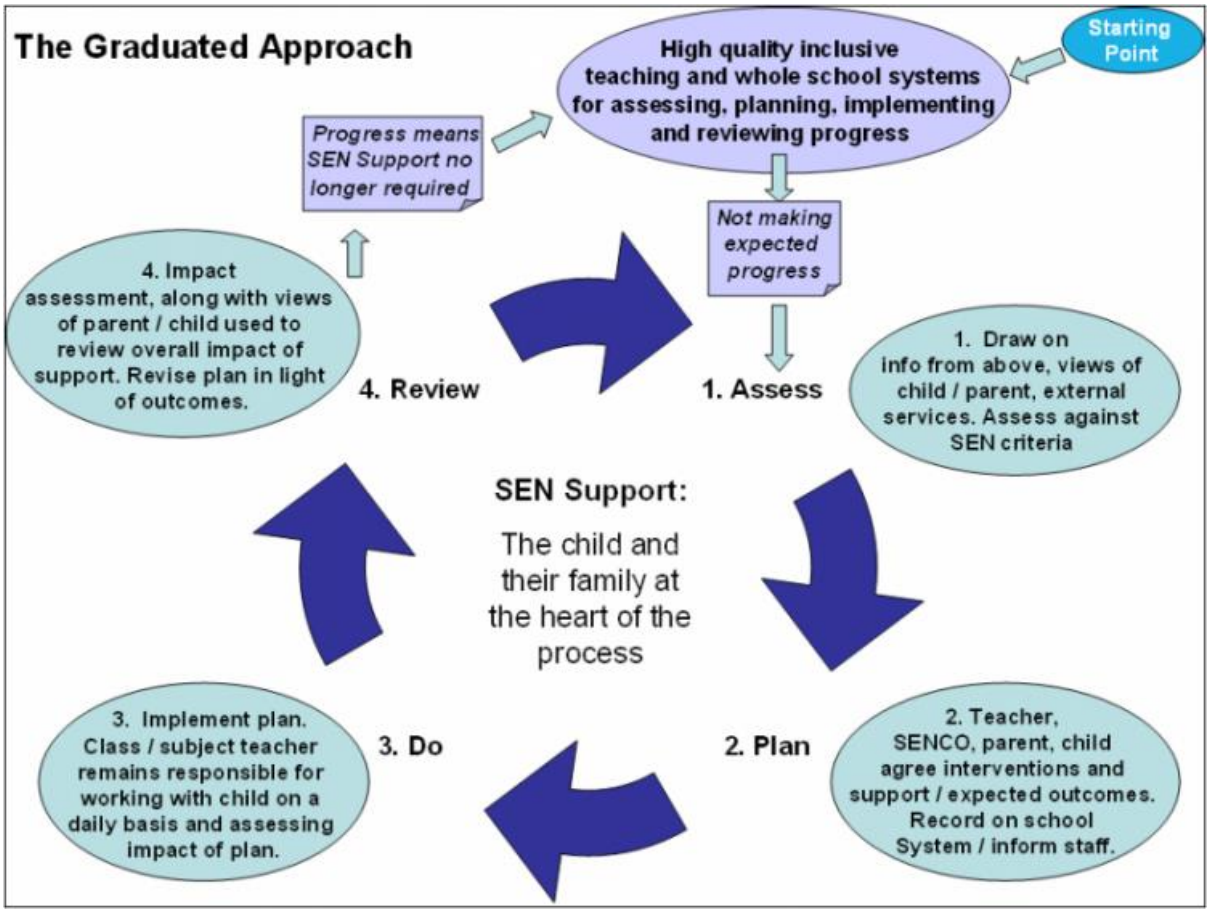
Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist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

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.

APPENDIX 3

The Graduated Approach (Optimus Education 2014)



APPENDIX 4

SEND and Additional Needs register key

This register shows which level a pupil is on, through the use of coloured stars as follows:

Monitor - blue star
Pupil Profile - yellow star
Individual Education Plan - red star
SEND Profile - red star