

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY (Including provision for pupils with Education, Health and Care Plans)

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. Ref. SEND Code 2015.

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

We are also aware of the guidance Supporting pupils at school with medical conditions (April 2014), implementation of a policy for supporting pupils with medical conditions in school.

Definition

We recognise that a range of learning support needs, learning difficulties, behavioural problems, 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 and that the needs of the majority of our pupils are at the learning support level, below the SEND level.

Special educational needs and disabilities (SEND): 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 them (SEND Code 2015).

Learning difficulty: A child of compulsory school age has a learning difficulty or disability if he:

- 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 from making use of facilities of a kind generally provided for others of the same age in school

Special educational provision: Provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in school. (Section 20 Children and Families Act 2014).

As the legal framework changes, we will take account of advice provided by the Independent Schools Council (ISC), and will always be willing to respond flexibly to individual pupils' needs.

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.

'Dyslexia' is the primary learning difference of the majority of boys at Bruern, however this does not stand alone, many boys have other comorbid learning differences which create barriers to effective learning.

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.

Cognition and learning

This includes pace of learning, where children learn at a slower pace than their peers, even with appropriate differentiation, Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia and dyspraxia.

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).

Outside Agencies:

We therefore offer support from other professionals to help meet the needs of boys at Bruern. We welcome an Occupational Therapist, Speech and Language specialist and Counsellors to Bruern weekly to support specific boys, on a rotational timetable. These sessions are at an additional cost to parents but save the need for boys having time out of school for these additional services.

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: Boys 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. The identification and assessment of the special educational needs of boys whose first language is not English requires special care. Lack of competence in English must not be equated with learning difficulties as understood by the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom due to limitations in their command of the language that is used there or arise from special educational needs.

Aims

All boys are entitled to receive a broad, balanced education 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. Boys are provided with appropriate learning opportunities, catering for individual differences and special educational needs.

Lessons are conducted in a secure, supportive and disciplined manner. Pupils and the 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.

Admission Arrangements

When parents first express an interest in Bruern Abbey a copy of the boy's Educational Psychologists Report, which should be less than two years old, will be requested. The EP report is then read by the Head of Special Needs, a brief précis will be created from the report in preparation for parent's visit with the Headmaster.

The first visit that parents make to see Bruern Abbey will usually be without their son. This will enable them to be shown around the school and spend time talking with the Headmaster.

Boys applying to the School will initially spend a morning with two or three others for an assessment with the Head of Special Needs. During the morning each boy will have an opportunity to show how well they can:

- read from a book of their choice
- use communication skills
- demonstrate social skills
- sequence and write a few sentences
- demonstrate their number skills
- take part in a game
- talk about their interests and hobbies
- spend the half an hour break with a boy of their own age outside
- demonstrate their organisational skills
- have an opportunity to see around the school and ask questions
- meet other members of staff

Following an assessment morning the Head of Special Needs and the Headmaster will consider each boy's needs, from the EP report, reports from any other agencies and in reality, the efforts made by the boy.

Any boy who, on the assessment day, appears to have further undiagnosed SEND may be referred for further assessments so that the School is able to judge its ability to meet the needs of the boy.

Using the cumulative knowledge from the assessment morning, boys who we consider may benefit from the educational opportunities at Bruern Abbey will be invited to spend a 'taster day' in class, working with boys at a similar level to them. This visit will also include an overnight stay for prospective boarders. Classes at Bruern Abbey are not organised by age although consideration is given to the structure of each group socially and academically. Feedback from teaching and boarding staff will be sought by the Head of Special Needs and the Headmaster before a final offer of a place at Bruern Abbey is made to parents.

SEND Policy Objectives:

The school seeks to uphold these fundamental principles, in line with the Equality Act 2010 and SEND Code 2015:

To provide support for staff so that the boy's needs can mostly be met in the classroom therefore encouraging a sense of belonging, maintaining self-esteem and fostering a climate of peer acceptance and support for each other's differences.

- ensure that every boy has access to a broad and balanced curriculum leading towards Common Entrance examinations if appropriate.
- identify clearly at the earliest opportunity, each boy's profile of Special Educational Needs or Disabilities (SEND)
- encourage all boys to learn effectively and independently as possible using technology to support this aim as necessary
- provide different levels of intervention to match the boy's level of need
- promote positive outcomes in the wider areas of personal and social development
- make clear the expectations of all partners in the process – SENCO, staff, parents and pupils:
- the continued progress of pupils with SEND is the responsibility of all staff
- where appropriate, work in close liaison with outside agencies or the local authority, to improve outcomes for children with SEN or disabilities
- ensure that all School staff are aware of each boy's needs and that special provision is made in their planning to meet the needs of each boy.
- ensure that teachers monitor and record the progress of all pupils
- ensure that the SEND Policy is evaluated and monitored by staff
- ensure links are maintained with outside agencies and other schools
- ensure that no boy is discriminated against, in any area of school life, on the basis of his SEND
- ensure that provision in a statement of SEND or EHCP is made, and that Annual Reviews are held according to the LA procedure (SEND Code 2015, chapter 9)
- ensure that boy's records include information on their individual needs, the interventions which have been provided and their outcomes
- conduct regular reviews of the boy's progress
- work in partnership with the boy's parents at all stages
- provide regular training opportunities for all staff

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

- The Headmaster and the Head of Special Needs are the 'responsible persons' for ensuring that all those who teach SEN pupils have been informed of their needs.
- The Head of Special Needs and Headmaster 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 Special Needs coordinates 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).

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

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

The School employs the two Heads of Learning Support reporting to the Head. Both are qualified teachers with relevant experience of SEN Co-ordination, one holds the SENCO qualification. In addition to their work as SENCO, they undertake 1:1 and small group and whole class teaching, educational assessments and staff training.

The Learning Support Department has two further part-time appropriately qualified teachers; they support boys on in 1:1, groups or classes. The department offers specific help to pupils in the areas of reading, writing, spelling, handwriting and maths. We embrace the current philosophy of 'Assess –Plan –Do-Review' as the cycle of learning.

Assess (weeks 1-3) Informal assessment, reading miscue, free writing. Formal spelling HAST and Reading test NGRT (end Sept and June)

Plan (by end week 3) Using 'Target' books plan minimum of three targets with each boy. Write each one on a different coloured sheet

Do (teach - week 4 – 10 and holiday revision) Help them to find out how to learn. Record progress towards targets on individual sheets after each lesson

Review (weekly evaluation using dictation where appropriate, end of term discussion with the pupil, staff and parents). In essence support is age appropriate, cumulative, structured and multisensory and innovative.

Reading

Boys enter the school at ages between 8-11 years. Any boy needing support with learning to read at a basic level can begin using the structured reading scheme collated by the school. Graded books used: Dandelion readers, Alba series, Magic Belt, Totem, Talisman, Talisman 2, Gauntlet, Dare or Danger (Go series), Tribe (4U2read) Wolf Hill (red), Barrington Stokes (Solos), Franklin Watts (Edge – Dream to win), Barrington Stokes, (Fiction with stacks of facts FYI) Boys then progress to thin paperbacks through to choosing books of interest from the school library.

Writing

We support boys writing by using a range of writing frames and planning structures to assist with sequencing and breaking down tasks into small manageable chunks. The support department work closely with teachers throughout the school to enable boys to transfer skills learnt in support lessons to classwork.

Spelling

In the support department we support spelling work being done weekly in class. The main structured scheme used is: Lifeboat Spelling books 1-10. Priority is also given to teaching high frequency spelling words. This framework is supplemented with many multi-sensory techniques and overlearning including the tactile i-pad software 'Cursive Practice.'

Handwriting

As boys come to Bruern from a wide range of schools we do not insist of a particular style of handwriting. We encourage boys to use a legible cursive script and support this with 'Handwriting Rescue, structured literacy scheme levels 1&2.

Maths

Junior boys with significant difficulties with maths are working on the 'Dynamo' maths programme both at school and at home. Older boys are offered support with specific areas of study as they prepare for Common Entrance.

Assessment

Within the Learning Support Department we assess boys in depth if we need to 'drill down' to establish 'basal' levels before planning learning support. We are likely to select from:

HAST spelling analysis 'C'

PUMA Maths Assessment

NGRT Reading Assessment

YARC diagnostic reading tests (age appropriate) or in house miscue analysis

Lucid Research -LASS assessment of visual memory, auditory mem. Phonic skills, phonological processing, single word reading, spelling and reasoning.

Attwood – online Dyscalculia Assessment

I.T. in Learning support

Each boy uses a laptop in school for day to day recording which has access to the school server and is preloaded with an appropriate range of software.

We encourage the use of 'Clicker 7', word processing software to assist with sentence construction, recording and read back in the junior school. 'Claro Read' is available through the server, as an electronic reading device so that all texts can be listened to. Each boy in the junior school and lower sixth has access to 'Lexia Reading Programme.' We are able to

monitor usage and progress in fine detail and offer alternative interventions to overcome phonic difficulties. Mind mapping software is available through the server to allow every boy the opportunity for visual planning, effective brainstorming, structured sequencing and revision preparation. All boys learn to touch type using 'Touch, Type, Read, and Spell' which is both cumulative and supporting the spelling programme used through the school. We have six i-pads in the department which have a wide range of apps aimed at interest levels, to enhance motivation and for use in 'reward time.'

MyMaths and Mathletics are used to promote progression in Numeracy across the school. They allow boys to work on a wide range of mathematical concepts at an appropriate level selected and monitored by the class teacher and may also be used for prep.

All boys at Bruern have educational differences and or identified special educational needs, therefore classes in all subjects are tailored to meet the needs of dyslexic boys in general, as well as the specific needs of individuals within the class.

Differentiation

The school's core curriculum is inclusive and differentiated and we recognise that differentiation (a key concept of the SEND Code 2015) is paramount to meeting a pupil's needs in the classroom and the Learning Support Team advise on teaching strategies that can be utilised for boys to this effect. This differentiation 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) 1:1 or small group support is offered to boys needing a significantly higher level or specifically diverse intervention plan. Where appropriate, pupils are withdrawn from lessons on rotation and they do not miss core subjects, i.e. English and Mathematics. Occasionally boys are withdrawn from French lessons if a high level of literacy support is required. Support levels and learning support interventions are always planned in consultation with parents and boys. This support takes the form of a four-part cycle of 'assess, plan, do, review', known as the graduated approach. 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.

The policy is regularly reviewed in order to ensure that our 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.

The Learning support team carry out educational assessments as required, in close liaison with class teachers and parents. If an Educational Psychologist Assessment is required, the Head of Special Needs advises parents. This can be arranged to take place at the school or parents can arrange this independently, costs of these assessments can vary widely. If an Educational Psychological assessment takes place in school this has the added advantage of a member of the learning support team being able to be present at the following briefing with the parents. This enables effective action plans to be put into place in discussion with the Educational Psychologist.

We have recommended that a number of boys visit Behavioural Optometrists for a range of vision assessments. The Learning support department is committed to supporting daily eye exercise interventions. These short drop-in sessions are arranged during lunch breaks.

Education, Health and Care Plans

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. The School is happy to comply, where reasonably practicable, with EHCP requests. Bruern is committed to meeting the requirements as stipulated within any Bruern pupil's ECHP plan including providing information for and helping in the conducting of annual reviews. The school will also submit accounts and liaise with the appropriate Authorities as requested.

Recording

The school's SEND register is constantly being revised and updated. Every teacher and learning assistant has access to this on the shared drive. Any parents wishing to discuss these may request their son's copy and/or inspectors may request to see a sample.

Personal Education Plans are initially prepared by the Head of Special Needs with information from all available assessments. These form the starting point for boys entering Bruern. Everyone in the school will be given a copy and the boy's profile will be discussed prior to them coming to the school.

Boys are encouraged to be aware and maximize their strengths throughout the school. They are also encouraged to recognize their weaknesses and be prepared to help target small steps towards overcoming these or finding strategies to minimize impact upon their learning. The boys work in a supportive environment where they can accept the fact that everyone finds something difficult. A targeted approach ensures that whether boys are in class or having support lessons there is sense of purpose combined with a strong working ethos.

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, from initial concern and identification through to having a better understanding of their son's learning and can be supported to achieve their potential.

The school adopts an open door policy and parents are encouraged to communicate with their son's tutor, teachers, Head of Special Needs or Headmaster to discuss 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 meet members of staff at any time, or communicate via post, e-mail or telephone.

Arrangements for learning support and SEN pupils changing schools or leaving school in consultation with parents, the SENCO will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met,

following the guidance of: Prep School guidelines for the transition of pupils from Preparatory to Senior Schools

Role of the SENCO

Chapters 5 and 6 of the SEND Code 2015 outline the role of the SENCO. Many of the requirements do not have direct application to independent schools, however we choose to use this as a guide to good practice.

The SENCO: (Head of Special Needs)

- is a qualified teacher working at the school
- works with the Headmaster to ensure that the school meets its responsibilities under the Equality Act (2010) and (SEND code 2015) with regard to reasonable adjustments and access arrangements
- oversees the day to day operation of the school's SEND policy
- helps determine the strategic development of the SEND policy and provision
- is a part of the Senior Management Team of the school
- contributes to staff development relating to SEND
- liaises with teaching staff, learning assistants and the Head so that the learning for all children is given equal priority and available resources are used to maximum effect
- co-ordinates provision for pupils with SEN and manages the team of support teachers
- oversees the records on all pupils with SEN and the provision of relevant and useful Personal Education Plans (PEPs)
- maintains an accurate SEND and Additional Needs register
- develops effective ways of overcoming barriers to learning through the analysis and assessment of pupil's needs by monitoring the standards of pupils' achievement
- liaises with parents of pupils with learning support needs and SEN – the school has an open door policy should parents wish to discuss their children liaises with external agencies and professionals (SEND Code 2015 chapter 6)

Exam Procedures

It is the School's policy that boys should be enabled to show what they know, rather than what they do not know in tests and exams. Extra time or other appropriate adjustments are allowed in internal and external tests or exams (subject to the approval of the external test body), wherever there is evidence that this is necessary to enable the pupil to compete 'on a level playing field'.

Thus pupils with SEND are not given an advantage over other pupils: the adjustments are made to enable all pupils to show what they know and understand, notwithstanding any specific difficulties they may have. In public exams or Common Entrance the official guidelines are followed to determine entitlement to such special arrangements.

Complaints Procedure

Any complaint about special educational provision within the School should follow the normal process as outlined in the School's Complaints Procedure, which is available on request and on the Schools website.

Review of the Policy

The policy will be reviewed every 12 months.

Success Criteria

We will know this policy is successful if:

1. We have identified children with SEN at the earliest stage possible.
2. We have followed the DfE. Code of Practice for Special Educational Needs (2001).
3. Children with SEND are making good progress.

Further Advice:

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)

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.
- The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.
- Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

Glossary of terms

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.

Access to work: An Access to Work grant from the Department for Work and Pensions helps to pay for practical support for young people and adults who have a disability, health or mental health condition so they can start work, stay in work or start their own business. It can pay for things like special equipment, fares to work if public transport is not practical, a support worker or coach in the workplace or a communicator at a job interview.

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

Armed Forces Covenant: The armed forces covenant sets out the relationship between the nation, the government and the armed forces. It recognises that the whole nation has a

moral obligation to members of the armed forces and their families and it establishes how they should expect to be treated. The Covenant states that the children of service personnel should have the same standard of, and access to, education (including early years services) as any other UK citizen in the area in which they live.

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.

Children and young people's secure estate: This comprises three types of establishment – secure children's homes, secure training centres and young offender institutions.

Comprehensive Health Assessment Tool (CHAT): An assessment tool for young people in the youth justice system. It ensures that young people in the secure estate and in the community receive a comprehensive assessment of their physical and mental health, substance misuse and neuro-disability needs on entry to the system.

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.

Disabled Students Allowance (DSA): An allowance for undergraduate or post graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

Disagreement Resolution: This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents 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 Foundation Stage (EYFS): The foundation stage 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.

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 Funding Agency (EFA): An arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with SEN or disabilities between the ages of 3 and 25. The EFA allocates funding to 152 local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies, University Technical Colleges, studio schools and free schools, as well as building maintenance programmes for schools and sixth-form colleges.

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.

Elected members: The elected members of a county council or unitary local authority (as opposed to the salaried officials of the council or local authority). Some elected members have a lead responsibility for specific areas of policy, for example the Lead Member for Children's Services.

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 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.

Free school: A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department for

Education to set up a free school.

Further education (FE) college: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

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.

Healthwatch England: Healthwatch England is an independent consumer champion, gathering and representing the views of the public about health and social care services in England. It operates both at a national and local level and ensures the views of the public and people who use services are taken into account. Healthwatch England works as part of the Care Quality Commission.

Healthy Child Programme: The Healthy Child Programme covers pregnancy and the first five years of a child's life, focusing on a universal preventative service that provides families with a programme of screening, immunisation, health and development reviews, supplemented by advice around health, wellbeing and parenting.

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.

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.

Independent supporter: A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of

developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

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.

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.

Maintained school: For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents 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.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

National Offender Management Service (NOMS): NOMS is an executive agency of the Ministry of Justice. It is responsible for the running of prison and probation services, rehabilitation services for prisoners leaving prison, ensuring support is available to stop people re-offending, contract managing private sector prisons and services such as the Prisoner Escort Service and electronic tagging, and contract managing 35 Probation Trusts.

NHS Continuing Care: NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness.

NHS Continuing Healthcare: NHS Continuing Healthcare is the name given to a package

of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in any setting, for example in the home or in a residential care home.

NHS England: NHS England is an independent body, at arm's length to the government and held to account through the NHS Mandate. Its main role is to improve health outcomes for people in England by providing national leadership for improving outcomes and driving up the quality of care; overseeing the operation of clinical commissioning groups; allocating resources to clinical commissioning groups, and commissioning primary care and specialist services.

NHS foundation trust: NHS foundation trusts are not-for-profit corporations that provide NHS hospital, mental health and ambulance services. NHS foundation trusts are not directed by the Government, but are accountable to their local communities through their members and governors, to their commissioners through contracts and to Parliament through their annual report and accounts. Foundation trusts are registered with and inspected by the Care Quality Commission.

NHS Mandate: The NHS Mandate is issued by the government to NHS England. It sets out the government's ambition for the National Health Service and provides direction to NHS England. The mandate will be reviewed annually.

NHS trust: NHS trusts are public sector bodies that provide community health, hospital, mental health and ambulance services on behalf of the NHS in England and Wales. Each trust is headed by a board consisting of executive and non-executive directors, and is chaired by a non-executive director.

Non-maintained special school: Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

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, 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 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 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 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.

Service Children's Education (SCE): SCE oversees the education of UK Service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on UK and overseas schools.

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 coordinating 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. 0

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.

Virtual School Head (VSH): The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty

Young person: A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.

Youth Justice Board (YJB): The Youth Justice Board for England and Wales is an executive non-departmental public body. Its board members are appointed by the Secretary of State for Justice. The YJB oversees the youth justice system in England and Wales, works to prevent offending and reoffending by children and young people under the age of 18 and ensures that custody for them is safe, secure and addresses the causes of their offending behaviour.

Youth Offending Team (YOT): 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.

Reviewed September 2017

Next Review date: September 2018 or sooner

Authorised by: John Floyd