



ASTON AND COTE CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disability/Inclusion Policy

This policy should be taken and used as part of Aston and Cote's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England School. Aston and Cote is a Church of England School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

July 2026

Signed:	Headteacher
Signed:	Chair of Governors
Date: 7th July 2025	Date of next review: July 2027

Contents

Contents.....	1
Purpose and scope	1
Aims	2
Roles and Responsibilities.....	2
Co-ordinating and Managing Provision	4
Admission Arrangements	4
Specialisms and Special Facilities.....	4
Allocation of Resources	4
Identification, Assessment and Review.....	5
Levels of Need.....	5
Involving Specialists	6
Education, Health and Care Plan (EHCP).....	6
Categories of Special Educational Need	7
Supporting Children with Medical Conditions	7
Curriculum Access and Inclusion.....	7
Evaluating Success	7
Arrangements for Complaints	7
Storing and Managing Information	8
Staff Development.....	8
Links with Other Agencies, Organisations and Support Services.....	8
Partnership with Parents	8
The Voice of the Child	9
Links with Other Schools and Transfer Arrangements	9
Bullying.....	9
Safeguarding.....	9
Appendix 1 – Information and Support for Families	9
Appendix 2 – Glossary	10
Appendix 3 – Plan, Do, Assess, Review Cycle.....	14

Purpose and scope

At Aston & Cote CE Primary School, staff and governors believe it's important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour that reflects the Christian vision and ethos of the school at all times including our core Christian values of COURAGE, FORGIVENESS, HONESTY, LOVE and RESPECT.

Courage – having the courage to deal with difficult situations that we find ourselves in

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

Forgiveness – graciously accepting an apology from someone and showing forgiveness.

Honesty – owning up when we have done something wrong.

Love – treating others with love and kindness at all times.

Respect – caring for everyone in our school community and beyond and for the environment.

Aims

We at Aston and Cote School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Aston and Cote School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

-to enable every pupil to experience success

-to promote individual confidence and a positive attitude

-to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant, adaptive and that demonstrates coherence and progression in learning

- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to ensure (where appropriate) pupils have an active involvement in achieving their outcomes

and take part in their reviews.

- to work collaboratively with parents, other professionals and support services to ensure the very best provision is being made for individual pupils.
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Roles and Responsibilities

➤ **Governors** - The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENDCo, of the provision for children with special needs and implementation of the policy within the school.

➤ **Headteacher** - The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Special Educational Needs co-ordinator
- the deployment of all special educational needs personnel within the school

➤ **SENDCO** - The Special Educational Needs Co-ordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles to meet the needs of pupils with SEND
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of term tests, SATs, etc

➤ **Class Teachers** - Class teachers are responsible for:

- providing quality first teaching which enables inclusion of pupils with SEND in the curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- informing the SENDCo of children who require inclusion on the SEND register.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND
- giving feedback to children about their specific progress
- writing and reviewing Pupil Profiles for all children who are on SEND Support/EHCP.
- with the support of the SENDCo, writing Pupil Profiles for EHCP children
- appraisal of TAs who work in their classroom

➤ **Teaching Assistants** - Teaching Assistants Work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress. They contribute to review meetings and help pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies. Lunchtime supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENDCo or headteacher in relation to behaviour management and other issues for particular pupils.

➤ If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent into school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

➤ Ban the parent from the school site

The school will always respond to an incident proportionally. The final decision on how to respond to breaches of the code of conduct rests with the headteacher.

The headteacher will consult the chair of governors before banning a parent from the school site.

Co-ordinating and Managing Provision

At Aston and Cote CE School:

- sharing of expertise is welcomed and encouraged
- special educational needs is a part of the school development plan, where appropriate
- SEND is an item on every staff meeting agenda or the main item of a meeting
- the SENDCo ensures that regular meetings are held to review Pupil Profiles and provision, and that parents are invited
- pupils are involved as far as practicable in discussions about their targets and provision (where appropriate)
- the SENDCo ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - individual pupil SEND files containing all relevant information about the child which could impact on learning

Admission Arrangements

Aston and Cote CE School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms and Special Facilities

At Aston and Cote School:

- all teaching staff are able to teach pupils with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- a variety of resources are used to ensure access to the curriculum; resources are easily accessible in the PPA room and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required however we have limited funding for this as some of these services are 'traded in'.
- the school will make reasonable adaptations to provide easy access for wheelchairs, disabled toilet and washing areas where needed.

Allocation of Resources

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- the base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- the notional SEN budget (element 2 funding) covers the additional educational support required.

- specific funds may be allocated to pupils with Education, Health and Care Plans (EHCPs). Aston and Cote CE School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. We provide additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

Identification, Assessment and Review

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. Aston and Cote CE School recognise that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents. Details of the provision on offer at Aston & Cote can be found in the School Offer in the SEND section of the School's Website and on the local authority website: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>. A register of pupils with SEND is kept as a legal requirement. Criteria for identifying SEND may include:

- a child's early history and/or parental concern
- low entry profile
- low Foundation Stage profile
- a pupil's lack of progress despite receiving an adapted curriculum
- low attainment in the National Curriculum i.e. significantly below the suggested level for their age
- requiring additional adult attention in class due to behavioural/learning difficulties
- requiring specialist material/equipment or support for sensory/physical problems

The SENDCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly. Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support. Reviews of children with SEN support are held each long term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Levels of Need

Aston & Cote C of E Primary School's Graduated Approach consists of three levels as follows:

➤ Monitoring:

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g. ➤ Their behaviour is disruptive ➤ There are attendance/lateness issues ➤ Concerns over their mental health ➤ The family is currently experiencing challenges ➤ They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils. Pupils at this level of need DO NOT form part of the School's RON

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

(Record of Need) and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

➤ **SEN Support (K) –**

Pupils are placed on the RON at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have significant barriers to learning and need provision that is additional and different. At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a 'Assess- Plan Do -Review Cycle.'

Assess - Teacher's high quality, accurate formative assessment and experience of child - Pupil progress, attainment and behaviour - Development & attainment in comparison to peers - Views and experiences of parents - The child's own views - If relevant, assessments, views of and advice from external services.

Plan- A plan (pupil profile) will be drawn up by the class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

Do –

-The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.

- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review –

Parents will be invited to attend review meetings with the class teacher at least termly and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.

- A new plan will then be drawn up and added to the ongoing Individual Provision Map.

- Parents will be given copies of all notes recorded at the review.

➤ **SEN Support (E) –** Is the final highest level of support. Where pupils require significant support from external/specialist agencies and have gone through the process to obtain an EHCP.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan (EHCP)

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate. There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all

professionals involved invited to attend. In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas.

- **Communication and Interaction:**
 - Speech, Language and Communication needs.
 - Autistic Spectrum Disorder including Asperger's and Autism
- **Cognition and Learning:**
 - Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, Emotional and Behaviour and Mental Health Difficulties:**
 - Behavior reflecting underlying mental health difficulties (e.g. anxiety, depression).
 - Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
- **Sensory and/or Physical:**
 - Hearing Impairment
 - Visual impairment
 - Physical disability
 - Multi-sensory impairment

Supporting Children with Medical Conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2015).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf. See Supporting Pupils with Medical Conditions Policy and Medicines policy.

Curriculum Access and Inclusion

Aston and Cote CE School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Evaluating Success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success. The success of the school's SEND Policy and provision is evaluated through:

- monitoring of classroom practice by SENDCo and subject coordinators
- analysis of pupil tracking data and test results – for individual and for cohorts
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN governor three times a year
- school self-evaluation
- monitoring the quality of Pupil Profiles and review meetings
- the School Improvement Plan

Arrangements for Complaints

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENDCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. SENDIASS (formerly the Parent Partnership Service) is available to support parents in meetings concerning their child's progress and welfare. In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Storing and Managing Information

The school complies with General Data Protection Regulations (GDPR) – March 2018.

- The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENDCo understands that elements of special educational needs data are sensitive, and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (See the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
 - Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; SEND Specialists.
 - Involvement in dyslexia screenings.
- The SENDCo ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEND file, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e-mails.
- When a pupil with SEND moves to another school, their SEND files are transferred digitally, securely via egress, where possible. Where possible, the SENDCo will arrange a handover meeting with the new school. Should there be any physical documents associated with the pupil, these, where possible, will be delivered by hand. If this is not possible, these will be sent by post using tracked delivery.
- The SENDCo ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

Staff Development

The school is committed to gaining further expertise in the area of Special Needs education. The SENDCo completed the National Award for SEN Coordination course at Oxford Brookes University in February 2025. This was a three-module course leading to the award of Postgraduate Certificate in Special Educational Needs. As well as undertaking the PGC SEN, a Portfolio of evidence demonstrating achievement of the National College of Teaching and Leadership (NCTL) learning outcomes for SENDCos was submitted and approved. Current training includes school-based whole school INSET, external training as appropriate, training sessions for TAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at partnership meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the particular needs of the school. Arrangements for the induction of ECTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

Links with Other Agencies, Organisations and Support Services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENDCo holds contact addresses and request forms for other agencies and support services. Some other agency support is now traded in by the school and allocation of this support is prioritised accordingly.

Partnership with Parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents' Evenings and Pupil Profile Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS is given to parents so they may use it if they wish.

The Voice of the Child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In our school, we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Links with Other Schools and Transfer Arrangements

The SENDCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer. Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. For pupils with Education, Health and Care Plans, the child's plan should be amended in the light of recommendations of the annual review by 15th February in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the Local Authority with the schools concerned. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

Bullying

Please refer to the school's Behaviour Policy which is available on the school website.

Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Aston & Cote C of E Primary are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

Appendix 1 – Information and Support for Families

Information and Support for Families Information and Support for Families Information about out of school activities including child/young person care and short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/home.page>

Advice, support and information for parents and carers are available from a range of services and organisations. See Oxfordshire's Local Offer website [Oxfordshire SEND local offer | Oxfordshire County Council](#)

Children and Family Centres offer a range of support to vulnerable children and families.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/information-parents/children-and-family-centres/witney-children-and-family>

~ Aspiring to be the people God created us to be by growing the talents He gave us. ~

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN. [SENDIASS Oxfordshire | Oxfordshire County Council](#)

Appendix 2 – Glossary

Acronym, word or phrase	Definition or information
ADD and ADHD	Attention Deficit (Hyperactivity) Disorder A diagnosis based upon difficulties with attention and impulsiveness.
ASD or ASC	Autistic Spectrum Disorder or Condition Learners with ASD find it difficult to: • understand and use non-verbal and verbal communication • understand social behaviour, which affects their ability to interact with children and adults • think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities • moderate their responses to sensory inputs such as noise, visual distractions or tactile experiences.
Assessment	An ongoing process of finding out a learner's progress, achievements, strengths and needs.
APD	Auditory Processing Disorder A difficulty in the processing of auditory information that may be associated with difficulties in listening, speech understanding, language development and learning.
(P) CAMHS	(Primary) Child and Adolescent Mental Health Service.
CoP or SENDCoP	Code of Practice for SEN and Disability
C&I	Communication and Interaction This includes speech language and communication difficulties and Autism Spectrum Conditions.
C&L	Cognition and Learning This describes a wide range of difficulties with thinking and learning. It includes moderate, severe, and profound and multiple difficulties as well as specific difficulties with one of more particular aspects of learning (SpLD).
DCD	Developmental Coordination Disorder is a condition that affects movement and coordination. It can also have a big impact on learning. It is sometimes referred to as dyspraxia – see below.
Differentiation	The way in which teaching and learning opportunities are adapted to meet a range of needs.
Dyscalculia	Learners with dyscalculia have difficulty in acquiring mathematical skills. Learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyslexia	Learners with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Learners may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may lack awareness of body position and have poor social skills.
EAL	English as an Additional Language.
EHA	Early Help Assessment The EHA is a standardised framework for conducting an assessment of a child or family's additional needs across a range of areas and deciding how those needs should be met. It aims to help the early identification of additional needs and promote co-ordinated service provision to meet them.
EHCP	Education Health and Care Plan.
EP(S)	Educational Psychologist/y (Service) Educational Psychologists are trained in psychology, learning and child development. They give specialist support and advice to settings, schools, parents and learners.
EYFS	Early Years Foundation Stage The EYFS provides the statutory framework for learning in the foundation years.
EYSENIT team	Early Years Special Educational Needs team includes Early Years SEN Inclusion Teachers (EYSENITIT) who work with individual children and their families and support inclusive practice in foundation years settings, and Early Support Assistants who work with young children with SEN and their families.
FSS	Family Solutions Service
HI	Hearing Impairment Learners with HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.
GRT	Gypsy Roma Traveller
IPS	Independent Parental Supporter IPS are trained volunteers who give practical support to parents of children with special educational needs.
Key working	A key worker acts as the main link person for a child.
LAC	Looked After Child
Local Offer	The Local Offer brings together in one place information advice and support for parents and young people about SEN and disability. It is also useful for professionals. Oxfordshire's Local Offer can be accessed at: https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer
MSI	Multi-Sensory Impairment Learners with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Learners with MSI have much

	greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation.
National Curriculum	The National Curriculum sets out the statutory entitlement to learning for all children of school age.
Occupational Therapist (OT)	Occupational Therapists are trained to advise on aids and adaptations that will help with daily living and curriculum access.
OXSIT	Oxfordshire School Inclusion Team.
Paediatrician	A doctor with specialist expertise in babies and children. Community paediatricians are often involved with the early identification of additional needs.
Paediatric Audiology	The health team that assess children's hearing.
Parent	A parent is any person with parental responsibility for a child or who cares for him/her as set out in Section 576 of the Education Act 1996.
PD	Physical Difficulties There is a wide range of physical disabilities and learners cover the whole ability range. Some learners are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Learners with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some learners are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.
Phonics Screening Test	An assessment of phonic knowledge completed by children in Year 1.
Physiotherapist (PT)	Physiotherapists are trained to help with physical disabilities. They advise on and support special exercise programmes and provide specialist equipment.
Provision map	A provision map is a way of showing the range of support available to pupils with SEN within a school. It may be organised by age group or key stage and/or by area of need.
SDQ	Strengths and Difficulties Questionnaire is an evidence-based tool to help schools to judge whether a child has a mental health need. It is available free of charge from http://www.sdqinfo.com/ .
SEMH	Social Emotional and Mental Health
SEND	Special Educational Need and Disability
SENCo	Special Educational Needs Co-ordinator The member of staff of a setting or school who has responsibility for coordinating SEN provision within that setting school. In a small school the headteacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SENDIASS	Special Educational Needs and Disability Information Advice and Support Service (formerly Parent Partnership) SENDIASS provides impartial advice and information to parents whose children have special educational needs. They offer support on all aspects of SEN to help parents play an informed and active role in their child's learning.
SENSS	Special Educational Needs Support Services SENSS includes specialist teams for C&I, HI, VI, PD, MSI, and Down's Syndrome and Complex Needs, and SENICTAAC (Special Educational Needs Information Communication Technology and Augmentative and Alternative Communication)
SEMH	Social Emotional and Mental Health
Simultaneous oral spelling	Simultaneous oral spelling is a useful way of learning spelling patterns and individual words. At its simplest it involves asking the learner to say the word, spell it aloud while looking at it, cover it up and spell it aloud a few times as needed, then write it down.
SLT	Speech and Language Therapist A SLT is trained to assess and treat speech, language, voice and fluency difficulties and disorders. SLTs give advice to settings and schools and work with children and parents.
SNAST	Special Needs Advisory Support Teacher
SpLD	Specific Learning Difficulty Dyscalculia, Dyslexia and Dyspraxia are all Specific Learning Difficulties
Specialist or Advisory Teacher	A teacher with specialist expertise who works across the county giving support and advice to settings and schools.
TA	Teaching Assistant
TAF	Team Around the Family
VI	Visual Impairment Learners have a visual impairment if their sight is not correctable by wearing glasses or contact lenses.

Appendix 3 – Plan, Do, Assess, Review Cycle

Graduated Response Diagram

