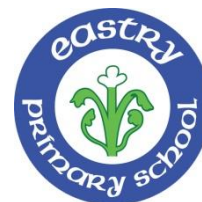


# Eastry Church of England Primary School

## SEN & Disability Policy/SEN Information Report

### Issued February 2024



Our school family is committed to sustaining and growing a nurturing, learning community. We strive to promote a welcoming and open ethos to ensure all feel happy, safe and respected. We value each member of our community as unique individuals where all are encouraged and inspired to fulfil their potential as God intended.

#### **Learning and growing, side by side in God's love**

Our vision will be realised by all children, staff, parents and governors working together in partnership following our Christian values of compassion, joy, perseverance, respect and welcoming.

This policy is written in line with the requirements of:-

Section 69 (2) of the Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Section 6 of Special educational needs and disability code of practice: 0 to 25 (2014)

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies which are available on request from the school office or email [headteacher@eastry.kent.sch.uk](mailto:headteacher@eastry.kent.sch.uk)

Equality Scheme

Complaints Policy

Behaviour Policy

Accessibility Plan

Homework Policy

Teaching and Learning Policy

Safeguarding Policy

This policy was developed with school staff, the SEN Governor and in consultation with parents and will be reviewed annually.

#### **Definition of 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 if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

### **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that 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 definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

### **1 The kinds of special educational need for which provision is made at the school**

At Eastry Church of England Primary School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance autism, ADHD, speech and language needs, dyslexia, dyspraxia, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we always access training and support from STLS and other qualified professionals. We will always endeavour to meet the needs of all of our pupils.

The school also meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: ASC, ADHD, moderate learning difficulties and speech, language and communication needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **2 Information about the policy for identification and assessment of pupils with SEN**

At Eastry Church of England Primary School we monitor the progress of all pupils three times a year to review their academic progress. We may also use a range of assessments with all the pupils at various points such as phonics screening, speech link, language link, reading age and ability and cognitive ability assessments.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are speech and language 1:1 or small group support, personalised, targeted interventions in response to gaps in learning, paired reading, numbers count lite, phonics interventions, motor skills programmes including FIZZY, BEAM and Clever Hands and touch typing.

Some pupils may continue to make poor progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Eastry Church of England Primary School we are experienced in using a range of assessment tools. And we also have access to external advisors who are able to use a range of in depth assessment tools to determine the cause of any learning difficulty.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These strategies and interventions will be shared with parents, put into a SEN support plan or a pupil portrait and reviewed, refined and revised regularly. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified. Pupils that are removed from the SEN register, will be placed on our monitoring register so that they remain under the close observation of the SENCO to ensure that good progress is maintained.

We ensure that all teachers and support staff who work with any pupil with SEN are aware of the support to be provided and the teaching approaches to be used.

### **3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

#### **3a How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes "inadequate progress" thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body. For pupils without an EHCP that are receiving SEN support, there will be ongoing evaluation of their provision, recorded three times a year on an individual provision map or the class provision map.

#### **3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, etc. Using these assessments, it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted accordingly.

### **3c The school's approach to teaching pupils with special educational needs**

Quality First teaching and appropriately scaffolded learning opportunities for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*.

At Eastry Church of England Primary School the quality of teaching is judged to be "good" in our last Ofsted inspection. The school works with the support of our School Improvement Advisor to ensure that we maintain this standard of teaching and learning or continue to improve further.

We follow the Mainstream Core Standards advice <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. targeted KS2 core learning support (Sunflowers group), targeted specific interventions, specialist targeted speech and language interventions, one to one tutoring, precision teaching, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

### **3d How the school adapts the curriculum and learning environment for pupils with special educational needs**

At Eastry Church of England Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the SENCO writes and the Governors review annually an Accessibility Plan which identifies the aspects of the school that need to be improved, including buildings, curriculum and training of staff.

### **3e Additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map, held by Miss Gillmore. In very few cases, a very high level of additional and different provision is required. The funding arrangements require schools to provide up to £6000 per year of resource and provision for pupils with high needs, and above that amount the Local Authority should provide top up to the school. For individual pupils with a very high level of need (above £6000), the school can apply for extra funding from the Local Authority. This extra funding is for one year only to pay for interventions provided. It is not an application to provide a 1:1 adult for a particular child. A renewal application will need to demonstrate how effectively the school has used the funding and the rationale for continued funding support.

### **3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at Eastry Church of England Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

### **3g Support that is available for improving the emotional and social development of pupils with special educational needs**

We at Eastry Church of England Primary School understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE lessons and interventions, SEAL resources, RE Syllabus - Understanding Christianity, and indirectly with every conversation our adults have with pupils throughout the day.

For some pupils with the most need for help in this area we are able to access the School's Counselling Service and can refer to Kent Children and Young People's mental Health Service (CYPMHS).

We also can provide the following:

- Drawing and Talking
- 1:1 time with our Family Liaison Officer in a mentoring capacity
- Time-out space for pupil to use when upset or agitated
- Lego intervention
- CBT type interventions eg Starving The Anger/ Anxiety Gremlin, Putting on the Breaks
- My Ideal Self/ Ideal School
- Rainbow Group (for children affected by loss/ bereavement)

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

### **4 The name and contact details of the SEN Co-ordinator**

The SENCo at Eastry Church of England Primary School is Miss Stacey Gillmore, who is a qualified teacher and is in the process of completing her accreditation by the National Award for SEN Co-ordination.

Miss Gillmore is available on 01304 611360 or [sgillmore@eastry.kent.sch.uk](mailto:sgillmore@eastry.kent.sch.uk).

### **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

Miss Gillmore holds a list of training for all staff members. All teachers and teaching assistants have an annual awareness training: use and implementation of the mainstream core standards, ASD awareness training, dyslexia awareness, implementing high quality SEMH provision.

Where a training need is identified beyond this we will use our best endeavours to find a provider who is able to deliver it. Training providers we can approach are local special schools, Educational

Psychologist, Speech and language therapist, occupational therapists, physio therapist. The cost of training is covered by the notional SEN funding.

#### **6 Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

#### **7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Eastry Church of England Primary School are invited to discuss the progress of their children at least twice a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. Parents with children on our SEN register are invited to discuss their child's progress and to review their provision at least three times per year, including an end of year transition meeting with the new teacher. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on an Individual Provision Map or Pen Portrait which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. The results from these assessments and advice sought from outside agencies will inform us as to whether a child's needs can be met by reasonable adjustment in the classroom or whether the pupil will be identified as having special educational needs. If additional and different provision is required to ensure the child makes good progress, then it is deemed that special educational provision is being made, the child will be listed on the school's SEN register, and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Prior to the meeting, parents receive a copy of their child's EHCP, their last annual review document and a parent view document will be made accessible for parents for them to review prior to the meeting.

#### **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

#### **9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Eastry Church of England Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCo, Family Liaison Officer (FLO), or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the first-tier tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice and Early Help and Preventative Services.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc.
- <https://www.kent.gov.uk/social-care-and-health/care-and-support/disability/help-if-youve-got-a-disabled-child>
- Membership of the SEND professional network NASEN.

**11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)**

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

**Office:** 03000 412412

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

A wealth of information about supporting charities and professionals for parents and families can also be found on our SEN Padlet.

### **12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Eastry Church of England Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The staff in our Foundation Stage make home visits and pre-school and nursery visits to familiarise pupils and parents with their new teachers.

Parents/ carers of SEN or vulnerable children are invited to meet their child's new teacher as part of our internal transition arrangements at the end of the school year. Children are provided with a transition booklet to look at over the summer holidays and we arrange whole school transition days. Care is taken to liaise with any school or setting where a child with SEN has joined us in year.

Eastry CE Primary has good links with and works closely with our feeder secondary schools. Careful liaison and information sharing are part of our good practice to ensure a smooth secondary transfer. This includes additional small group or individual visits to the secondary school, supported by a member of our Year 6 team during Term 6 before the main secondary transition days.

### **13 Information on where the local authority's local offer is published.**

The local authority's local offer is published on [www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer](http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer) and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

**Approved by the Teaching, Learning & Inclusion Sub-Committee on 22 February, 2024.  
Next review due February, 2025.**

## **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 280

**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 ENC 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. 281 Technical Colleges, studio schools and free schools, as well as building maintenance programmes for schools and sixth-form colleges

**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.

**Information, Advice and Support Services:** Information, Advice and Support 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, Information, Advice and Support 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.

**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.

**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 co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

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

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

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

**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.