



2016 - 2017

## **Charter Academy**

# **School Offer for Special Educational Needs and Disability (SEND)**

# 1) Introduction

## Charter Academy's vision

Work Hard, Be Nice and No Excuses. We mean this, we follow it and we refer to it every day because we believe in it. Every student matters. Every student can achieve. Every lesson counts. We make no excuses and we expect none, from students or staff. We strongly believe in providing a first class education and we are proud of our students.

## Statement of Intent

Charter Academy values the abilities and achievements of all our students and is committed to providing the best possible learning environment for each and every individual student.

Charter Academy strives to be an inclusive school and there is an expectation that the Academy will offer equality of opportunity to all groups of students. These groups may include:

- Boys and girls
- Students from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Students who have English as an Additional Language
- Students who have Special Educational Needs or disability (SEND)
- Students who are Gifted and Talented
- Students who are Looked After Children
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching in each classroom. It may take the form of additional support from within setting or require involvement of specialist staff or support services.

Charter Academy has a Special Educational Needs Coordinator (SENCO) who is responsible for the management of provision of support for students identified with **Special Educational Needs and Disability (SEND)**. Their role involves coaching and supporting teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEND.

All teachers are teachers of SEND Students and as such provide quality first teaching which takes account of the particular individual needs of students with SEND within the classroom.

## 2) Explanation of Areas of Need:

The Special educational needs and disability code of practice: 0 -25 years (2015) identifies four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p><b>Communication and Interaction</b></p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / <b>phonological awareness</b> still fairly poor and therefore their literacy can be affected.</p>
<p><b>Cognition and Learning</b></p>	<p><b>Children may have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Information processing</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p><b>Social, Mental and Emotional health</b></p>	<p><b>Children may have difficulties with social and emotional development which may lead to or stem from</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<p><b>Sensory and / or Physical</b></p>	<p><b>Children may have medical or genetic conditions that lead to difficulties with</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> </ul>

### 3) The ARK Special Educational Needs and Disability Policy

At ARK Schools children with SEND are defined as those with persistent, identifiable educational or physical difficulties.

Children who are below the expected level for their age because they are learning English, having been badly taught or are difficult to engage are deemed to have additional educational needs.

#### Early identification

We identify children who have SEND through screening and assessment when they join the Academy and, if there is a cause for concern, at any other time.

#### Review and response

All children identified as having SEND have a specific learning plan or an Individual Education Plan which is reviewed on a regular basis and are adjusted to meet their needs.

#### Forensic teaching

Meeting the needs of children with SEND is a whole Academy responsibility; accountability at every level ensures we reduce the number of children on our SEND registers and who are excluded from our schools. We train our teachers to understand the needs of every child and to regularly, systematically and thoroughly review their progress. We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress.

#### High impact intervention

We support the use of high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.

#### High expectations

All children, regardless of SEND, are expected to make progress in line with ARK's expectations. Children with statements of SEND are given the support and challenge they need to make the best possible progress.

### 4) Waves of Intervention at Charter Academy

Charter Academy provides a graduated response to each child dependent on the level of need throughout their time with us. These are often referred to as waves of intervention.

**Wave 1:** Quality first teaching through differentiation in lessons.

**Wave 2:** Small group support for students who are achieving below age expected levels.

**Wave 3:** Focussed, individualised programmes for students achieving well below age expected level

## Meeting the needs of all students

Level	Student Profile	Data	Accountability	Focus	SENCO Actions
<b>Wave I Universal</b>	<ul style="list-style-type: none"> <li>Lack of academic progress in one or two subject areas</li> <li>Challenging behaviour with specific teachers</li> </ul>	<ul style="list-style-type: none"> <li>NC Data</li> <li>Behaviour Data</li> </ul>	Teachers (Problem solving by Class/Form Teacher)	<ul style="list-style-type: none"> <li>Curriculum / Differentiation</li> <li>Motivation</li> <li>Organisation</li> <li>Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>1:1 meetings with teachers</li> <li>Written advice</li> <li>Evaluate impact</li> </ul>
<b>Wave II Catch-up</b>	<ul style="list-style-type: none"> <li>Below average NC levels in English and/or maths</li> <li>Below average literacy and/or numeracy scores</li> <li>CAT scores in the normal range</li> <li>Early signs of emotional, social or behavioural difficulties</li> <li>Early concerns about speech, language and communication needs</li> </ul>	<ul style="list-style-type: none"> <li>NC Eng/maths</li> <li>Standardised scores for reading and spelling</li> <li>CAT scores</li> <li>Strength and Difficulties Questionnaire / Boxall Profile</li> <li>SLCN Checklist</li> </ul>	YLMs/HODs (Problem solving by school-based teams, e.g. Curriculum Teams or Pastoral Teams)	<ul style="list-style-type: none"> <li>Curriculum based catch-up</li> <li>Sharing information and strategies</li> <li>Consistent approaches</li> <li>School-based interventions (e.g. BSP/PSP/peer mentoring)</li> </ul>	<ul style="list-style-type: none"> <li>Advise at team meetings</li> <li>Evaluate impact</li> </ul>
<b>Wave III Specialist</b>	<ul style="list-style-type: none"> <li>Attainment significantly below that of peers</li> <li>CAT Scores significantly low (below 85) / CAT score discrepancies</li> <li>Unresponsive to interventions at Waves I and II</li> <li>Worrying signs of emotional, social or behavioural difficulties (SDQ showing pupil at-risk)</li> <li>Significant speech, language and communication difficulties (SLCN Checklist)</li> <li>Diagnosed learning difficulty</li> </ul>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>WRAT IV / YARC</li> <li>Specialist Assessment Reports</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>(Problem solving by SENCO and specialist teams)</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessment</li> <li>Adjustments</li> <li>Specialist advice / support</li> <li>Intervention</li> </ul>	<ul style="list-style-type: none"> <li>Screening</li> <li>Coordinate intervention</li> <li>Refer to specialist services</li> <li>Coordinate multi-professionals meetings/input</li> <li>Evaluate impact</li> </ul>

## 5) Commonly asked Questions

Please see below answers for some potential questions you may have about the school.

**How does Charter Academy know if children need extra help?**

At Charter Academy students are identified as having SEND through a variety of ways including the following:-

- Liaison with primary school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician/doctor

As an Academy we measure students' progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track students' progress from entry at Year 7 through to Year 11, using a variety of different methods including National Curriculum levels.

Children who are not making expected progress are raised at weekly Student Standard and Intervention meetings (SSI). In this meeting a discussion takes place concerning why individual students are experiencing difficulty and what further support can be given to aid their progression. If your child is in need of additional support, you will be informed by the Class teacher, Year Learning Manager or SENCO.

If your child is on the SEN register they may have an **Individual Education Plan (IEP)**, pupil profile or Specific learning plan which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. When the student's IEP is reviewed comments are made against each target to show what progress the students has made. If the student has not met the target, reasons for this will be discussed and the target may be adapted into smaller steps or a different approach may be tried to ensure the student does make progress.

If your child has complex SEND they may have a **Statement of SEN**, which will become a Statutory Education Health and Care Plan. This means that a formal meeting will take place to discuss your child's progress and a report will be written.

**What should I do if I think my child may have special educational needs?**

Please do not hesitate to contact us. Firstly contact your child's class teacher or Year Learning Manager. If you require more information contact our SENCO or Principal.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

**How will Charter Academy staff support my child?**

Our SENCO in collaboration Heads of Department, oversees all support and progress of any student requiring additional support across the school. The class teacher will oversee, plan and work with each student with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher or SENCO. The regularity of these sessions will be explained to parents when the support starts.

**How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

**How do we know if it has had an impact?**

By reviewing students targets and ensuring they are being met  
The student is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and student.

The student may move off of the SEN register when they have 'caught up' or made sufficient progress.

**How will I know how my child is doing and how will you help me to support my child's learning?**

For each year group there are several Parents Evenings each year. This is an opportunity to discuss your child's needs, support and progress. If you require more information or advice, further meetings can be arranged. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher, Year learning Manager or SENCO to discuss how your child's progress. We can offer advice and practical ways that you can support your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

**How will my child be able to contribute their views?**

We value and celebrate each student being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Each tutor group has representatives on the School Council. There are regular questionnaires where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has a Statement of SEND or Education Health and Care Plan their views will be sought before any review meetings.

**What support will there be for my child's overall well being?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our students.

Each tutor, subject teacher and Year Learning Manager have overall responsibility for the pastoral, medical and social care of every child in their care. Therefore either of these would be the parents' first point of contact. If further support is required the member of staff and parent can liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the Academy if medication is required to ensure a child's good health i.e. medicine for life threatening conditions such as asthma and diabetes. Our Policy for supporting pupils with medical conditions, which can be found on our website, contains more information. The named person to carry out the administration of such medicines Mrs Dymott. If you have any questions or concerns contact the Academy and she would be happy to speak to you.

**What specialist services and expertise are available at or accessed by Charter Academy?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention (**Multi Agency Behaviour Support** or **Child and Adolescent Mental Health Service (MABS/CAMHS)**); Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including social workers and **Educational Psychologists**.

**How the Governors involved and what are their responsibilities?**

One of the Governors is responsible for SEND and meets regularly with the Principal. They report to the full Governing body to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

**How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

Most of the Academy site is now wheelchair accessible with our recent new build. We liaise with the **Ethnic minority Achievement Service (EMAS)** who assist us in supporting our families with English as an additional language.

**How will Charter Academy prepare and support my child to join the school and then transfer to further Education?**

We encourage all new students to visit the school prior to starting when they will be shown around the Academy. For children with SEND we would encourage further visits to assist with the transition and familiarisation with the new surroundings. These can be arranged in liaison with the feeder schools and direct contact with the Year Learning Manager.

We write social stories or create transition memory books with students if transition is potentially going to be difficult.



When children are preparing to leave us to go on to further education, we arrange additional visits. Charter Academy also runs a programme specifically tailored to aid transition for the more vulnerable students. We liaise closely with Staff when receiving and transferring children from and to different schools and colleges, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a Statement review, which will become an EHC plan review with the introduction of the New SEND Code of Practice (2015), will be used at a transition meeting during which we will invite staff from both schools to attend.

**How are Charter Academy's resources allocated and matched to children's special educational needs?**

We ensure that the needs of all children who have Special Educational needs are met to the best of the Academy's ability with the funds available. We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet students' needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a LSA, and will be prioritised in the event of staff absence.

**How is the decision made about what type and how much support my child will receive?**

The class teacher, Heads of departments, Year Learning Manager, support staff, alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

In the case of students with a Statement or Education Health Care Plan, the level of support and individual targets are laid out within the Statement or EHC plan. During the year, the students' teachers, Year learning Managers and SENCO will work together to review provision and ensure it is being provided. There is a formal review of the Statement or EHC and the **Annual Review** where the targets are discussed alongside specialist advisors and parents. However, the statement/EHC can be discussed and informally reviewed with the teachers, Year Learning Managers and SENCO throughout the year.

**What support is there for improving behaviour, attendance and avoiding exclusion?**

Charter Academy has a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and Students. If a child has behavioural difficulties a **Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP)** is written to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Senior Leadership team. Good attendance and improvement in attendance is actively encouraged throughout the school and rewarded on a termly basis.

**Who can I contact for further information?**

Your first point of contact would be your child's Year Learning manager or subject teacher to share your concerns.

You could also arrange to meet Miss Smith, our SENCO.

You may also want to look at the Inclusion Policy available on our website Finally for external support and advice, you may also consider contacting **Portsmouth Information Advice and Support Service** or the SEND team at **Portsmouth City Council (PCC)**. Our SENCO can provide contact details for these organisations.

**What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?**

Your first point of contact would be your Year Learning Manager or teachers to share your concerns.

You could also arrange to meet Miss Smith, our SENCO and members of the Senior Leadership Team.

You may also want to look at the Inclusion Policy available on our website Finally for external support and advice, you may also consider contacting **Portsmouth Information Advice and Support Service** or the SEND team at Portsmouth City Council (PCC). Our SENCO can provide contact details for these organisations.

**Who should I contact if I am considering whether my child should join Charter Academy?**

Contact the school Admin office to arrange to meet the SENCO and Members of the Senior Leadership Team, who would willingly discuss how the school could meet your child's needs.

**How is the local offer reviewed?**

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in Charter Academy. This review process will involve contributions from parents.

## 6) The SENCO

The SENCO's role is to assess the needs of the children and ensure that they are having their needs met. The SENCO is in charge of planning the intervention need for the students of the school and tracking the success of the intervention. Furthermore the SENCO tracks and monitors the progress of all students to ensure that their needs are being met and that all students are making progress.

The SENCO also advises members of staff on the best way to support students with special educational needs, and where to find additional information to ensure students' needs are being met.

## 7) Pastoral Support

Pastoral Support workers role is ensure the good behaviour of all students is maintained on the Academy site. They need to help establish a supportive and nurturing learning environment in which children make good academic progress. The pastoral support worker has several responsibilities. Firstly they must support safety around school and ensure all students are in subjects and learning. They are responsible for patrolling the school site and ensuring pupils are safe and secure. Finally they are responsible for student safety and security at break and lunch time.

## 8) Curriculum Support

The Primary aims of the Curriculum Support Group are to support students with special and individual needs, providing a secure and reliable small class setting where children can learn. In Curriculum Support we ensure students develop Literacy, Numeracy, social and life skills so they can reach their full potential. We strive to fill essential gaps in Students' skills base and provide a curriculum that focuses on depth before breadth, so that where appropriate students can be re-integrated with their peers for all or some lessons. If by the end of KS3 students have not made enough progress to re-join mainstream classes alternative pathways will be explored in Functional Skills Entry Level Maths, English and Science. If at the end of year 10 a level 3 has been achieved it is possible the student will be offered a GCSE course or a half GCSE in functional skills. Where it is possible and suitable, students will be offered the opportunity to follow GCSE options.

## 9) YLM's

Year learning managers work to ensure students reach their best academically by supporting behaviour, attendance and pastoral concerns. YLM's are non-teaching to ensure they can respond quickly to any barriers to learning and put in place any necessary sanction, plans or resolutions. YLM's meet with parents and agencies to create the best outcomes for all pupils. They aim to encourage close working relationships between home and school.

YLM's aim to reduce unauthorised absence by calling and visiting daily to homes of pupils where there is no reason for absence provided. They are also responsible for looking for patterns and reasons for non-attendance and work with the family to resolve any issues.

YLM's work with individuals and groups of pupils where there is conflict and provide restorative justice. Furthermore two of the three YLM's are trained loss companions and work with individuals who are struggling with loss in their lives.

## 10) School Councillor

Charter Academy offers an onsite counselling service which is available throughout term time, to help support the psychological well-being of all students. School based counselling will complement the range of approaches already available at school that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

### **What is counselling and how may it help?**

- It can help us to understand our relationships better and improve them
- It can help us to increase our levels of self-awareness
- It can help us to explore our feelings, and understand and manage them better
- It can help us to recognise unhelpful patterns and adopt new ones
- It can help us to recognise the past and current behaviours which we do not want to take into the future
- It can help us to improve our communications skills
- It offers a place to reflect upon oneself and our relationship with the world

Young people clearly face many challenges whilst growing up, and may find at times that they need someone to talk to separate either from home or school. Counselling is a process which offers support and guidance when things feel particularly difficult. The counsellor will provide a safe and confidential place for a young person to explore thoughts and feelings which perhaps are overwhelming and upsetting, in a drive to enable change if wanted.

As a member of the British Association of Counselling and Psychotherapy (BACP), counsellors are bound by their Code of Ethics, and practice in accordance with their guidelines and principles. More information can be found at [www.bacp.co.uk](http://www.bacp.co.uk)

## 11) ELSA

The ELSA (Emotional Literacy Support Assistant) project was originally developed within Southampton then Hampshire by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This year we have two support workers Mrs Spragg and Mr Fenwick who are being trained to support students as part of a small group or in 1:1 sessions where appropriate.

ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework.

Over recent years there has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. The Children Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children.

All children should be nurtured in accordance with their individual needs. There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others.

## Glossary of terms

<b>Annual Review</b>	A formal meeting held once a year to review the targets and provision set out in a child's Statement of SEN. The parents, teachers and all specialist services involved with that child would be invited to attend and/or provide a report for the meeting. This is a legal requirement.
<b>Assessment</b>	Tests, both formal, paper based tests and informal, observation based tests. These could be the usual tests that are carried out by class teachers to assess their class' progress. They could be specialist tests to assess a specific area of a child's learning. These may be carried out by staff based in school or by specialist advisors.
<b>Child and Adolescent Mental Health Service (CAMHS)</b>	All children can suffer from anxiety, worries and emotional mood swings. If this is causing problems at home and school you can approach CAMHS for support. They can make assessments and offer support groups for both the child and their family. The service supports children up to the age of 18.
<b>Differentiation</b>	When planning lessons, teachers will plan different levels of work to suite different abilities. Tasks can be made easier to support children with low ability or harder to challenge children who find a subject easy. Different worksheets, books and resources might be routinely provided to help children be successful and complete tasks.
<b>Educational Psychologists (EP)</b>	An Educational Psychologist is specially trained to assess a child's ability. In the case of children with the most complex needs who are failing to make

progress, they might be called upon to investigate a child's strengths and weaknesses and advise teachers how best to support a child.

**Ethnic Minority  
Achievement Service  
(EMAS)**

EMAS is a city wide resource that provides support for children who have English as a second language. They can provide a variety of services, including working alongside a child in their home language, translating letters/worksheets, translating in parent teacher meetings and providing resources and resources in home languages.

**Higher Level  
Teaching Assistant  
(HLTA)**

An HLTA is an experienced Teaching Assistant who has undergone extra training so they can work with larger groups of children and even provide cover for teachers.

**Individual Education  
Plan (IEP)**

An IEP is a document created by class teachers alongside pupils to address a child's special educational needs. It sets out targets for a child to work on in class and identifies the staff and resources that are allocated to achieve these. The IEP is reviewed on a termly basis. In light of the new Code of Practice, the form of these documents is likely to change by September 2014. The new document will cover the same function but may have a different name.

**Multi Agency  
Behaviour Support  
(MABS)**

Some children's behaviour can be challenging. Their behaviour is often a result of previously unidentified special educational needs. MABS is a resource that schools can call in to help teachers and parents to work together to help a child improve their behaviour in class.

**Occupational  
Therapist (OT)**

An Occupational Therapist is a medical specialist who is able to devise exercise programmes to help pupils develop the physical skills they need in school. These could be gross motor skills such as developing the coordination needed for running, catching and balancing. They also work on fine motor skills needed to control a pencil or brush when writing, drawing or painting. They also provide or recommend equipment that will support a child in these areas.

**Portsmouth  
Information Advice  
and Support Service  
(Parent Partnership)**

This is an impartial service that supports parents through the special educational system.

**Pastoral Support Plan  
(PSP)**

A PSP is a document created by class teachers alongside parents and pupils to address a child's behaviour issues. The children involved in this process are at risk of exclusion. The aim of the document is analyse why a child is displaying challenging behaviour and to put in place measures to help reduce these issues.

**Personal, Social and  
Health Education  
(PSHE)**

This is an area of the National Curriculum which is taught to every pupil. It includes lessons on relationships, drugs, smoking, social and emotional literacy (SEAL) and e safety.

**Personalised  
Learning Resources**

These are resources such as worksheets and posters that have been made specifically for a pupil. They might include the use of larger fonts for a

visually impaired child, translating into a child's home language for those who have English as a second language or extra picture cues or symbols to help with recording ideas.

**Phonological Awareness**

This is the awareness of the sound system which our words are based on. In a child's early years this includes recognising the sounds people use when talking. As a child enters school this develops into recognising the letters that represent these sounds in the written word (phonics). Being able to recognise these sounds helps a child read and spell.

**Precision Teaching**

This is a nationally recognised teaching method used to develop a child's basic skills. It is delivered by a Teaching Assistant who has undergone extra training on an individual basis.

**Provision**

This is the service a school provides for a child. This can be the general provision as provided for all pupils but can also include small group and personalised (one to one) work.

**Safeguarding Officer**

Like all establishments who work with young children, schools and Academies have a legal requirement to make sure children are safe and are not at risk of neglect or abuse. The Safeguarding Officer for a school has responsibility for making sure the children in the care of the school are safe and involves agencies such as social care if there are concerns about neglect or abuse.

**Social, Emotional aspects of Learning (SEAL)**

This is a nationally recognised programme used to teach children about areas such as getting on with each other, coping with changes, building self-esteem, respect for others and setting goals for you. These resources are complimented by a set of resources designed especially for TAs to deliver to small groups of pupils who need extra reinforcement. These resources are referred to as Silver Set SEAL.

**Special Educational Needs Coordinator (SENCO)**

A SENCO is a teacher who has gained further qualifications in the area of Special Educational Needs. A SENCO is able to advise teachers on ways to support pupils in their class. They also work alongside parents and other professionals to coordinate resources and staff to cater for the needs of children who have been identified as having special educational needs.

**Special Educational Needs and Disability (SEND)**

Special Educational Needs is a term used to describe a child's needs in school which are greater than those typical of a child of the same age. These can be but are not necessarily caused by a diagnosed disability.

**Statement of SEN (Education Health Care Plan)**

This is a legal document which puts in place and safeguards provision for children with the most severe or complex special educational needs. In light of the new Code of Practice, the form of these documents will change by September 2014. Statements of SEND will be replaced by Education, Care and Health Plans (ECH Plans). Statements that have already been made will remain in place but will be converted into ECH Plans within the next three years.

**Learning Support/  
Teaching Assistant  
(LSA/TA)**

A Teaching Assistant is a member of staff employed to support a teacher and the children within their class. They work under the guidance of teachers. Some Teaching Assistants work with small groups whilst others work with a single child (often referred to as one to one or 1:1). Many TAs undertake additional training to develop their skills to support pupils.