



# 'Learning, Caring and growing together'

## SEND Policy

<b>Document Owner:</b>	DCIS
<b>Version Date:</b>	September 2015 Provisional
<b>Statement of Intent</b>	Our school is currently undertaking the annual review of its policy to meet the new requirements for SEND in line with the new SEND Code of Practice effective from 1 September 2014. To provide an improved, compliant policy we are committed to co-producing our policy with families and children. The consultation period for reviewing our policy began on 3rd October and will end on 21st November. To contribute and participate in co-producing our policy together please contact Michelle Clark (Deputy Headteacher).

**Our Aims: Our school community will provide an environment where ALL children can learn, care and grow together.**

### Special Educational Needs & Disabilities (SEND) Definition

Children have special needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory age and fall within the definitions above or would do so if special educational provision was not made for them.

Children will have needs and requirements which may fall into at least one of four areas (many children will have inter-related needs). The areas of need are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

### SEND and Inclusion Rationale:

Drayton Community Infant School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Drayton Community Infant School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- learners with special educational needs

- those who access Pupil Premium funding
- learners who need support to learn English as an additional language (EAL)
- learners with disabilities
- those who are gifted and talented
- those who are looked after by the local authority (LAC)
- those who have medical needs;
- any learners who are at risk of disaffection and exclusion
- vulnerable children
- learners with behavioural, social and emotional difficulties
- minority ethnic and faith groups, asylum seekers and refugees

This policy outlines how we meet the needs of children who experience barriers to their learning.

We recognise that pupils learn at different rates and in different ways. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Drayton Community Infant School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her potential.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Lead and Senior Leadership Team (SLT).

### **Inclusion Principles**

All members of staff at Drayton Community Infant School value pupils of different abilities and support inclusion.

Within the school, staff and pupils constantly strive to find the best ways to support all pupils' needs.

Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Groupings to support children identified with additional needs are part of this process.

Where appropriate, links with partner special schools or specialists including Specialist Resource Bases are made. Liaison and planning between both schools takes place to ensure the appropriateness of provision. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Objectives**

1. To ensure the SEN and Disability Act, the Equality Duty (2010) and relevant Codes of Practice (Sep 2014) and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and aim to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers. (\*Except where disapplication, arising from a Statement occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils with SEND at both SEND Support, Statement of Education and/or Education, Health and Care Plan (EHC).
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To provide the greatest possible access to a broad and balanced differentiated curriculum, appropriate for meeting the needs of those pupils with SEND.
8. To enable pupils to move on from Drayton Community Infant School well equipped in the basic skills in Literacy, Maths and social independence to meet the demands of their next step in school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the pupils themselves in planning and in any decision making that affects them where appropriate.
11. To ensure pupils with SEND make appropriate progress towards age expected levels.
12. To ensure that effective liaison with outside agencies provides optimum support for the pupils.
13. To develop the existing skills of staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.
14. To encourage confidence and raise self-esteem by providing a caring and well organized learning environment.

### **The Role of the Inclusion Leader/SENCO**

The Inclusion Leader/SENCO works alongside the Headteacher, Teachers, Teaching Assistants and the Governing Body to determine the strategic development of the policy.

Responsibilities also include the following:

- Overseeing the day-to-day operation of the policy.
- Liaising with the Headteacher to plan strategically.
- Discussing issues arising with the class teacher and Teaching Assistant.

- Dealing with newly arising concerns using the referral to Inclusion Leader form (Appendix A).
- Meeting with each class teacher regularly to discuss and support Personalised Learning Plans (PLPs)
- Monitoring provision for pupils with SEND through: lesson observations, reviewing planning for pupils with SEND, reviewing PLPs and provision maps, book scrutiny, monitoring intervention records and communication books.
- Liaising with all support staff and class teachers
- Overseeing pupils' records and files
- Working in partnership with parents to keep them informed of the provision that has been made for their child
- Liaising with Outside Agencies (e.g. Speech & Language Services, Home Start, Educational Psychologists etc)
- Contributing to In Service Training (INSET) & Career Professional Development (CPD)
- Liaising with external agencies, Local Authority support services, Health and Social Services, and voluntary bodies.

For effective Leadership the SENCO, Teachers and Support Staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEND.
- The commitment required by staff to keep the Inclusion Leader/SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about pupils with SEND (SEND files which are kept by the Inclusion Leader/SENCO)
- What exactly constitutes a 'level of concern' and at which point a referral to Inclusion Leader is initiated
- Mechanisms that exist to alert the Inclusion Leader/SENCO (Referral to Inclusion Leader Form – Appendix A)
- The procedure by which parents are informed of concerns and the subsequent SEND provision (meeting with class teacher and/or SENCO)

Additionally, parents must be given clear guidance to the means by which they can contribute to the co-ordination of provision for their child, and how they can provide additional information when and if required.

### **The Role of the Governing Body**

The named governor for SEND and Inclusion is Wendy Dubbin.

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND.
- Ensuring that a 'responsible person' is identified and is therefore informed about all those involved with teaching and supporting pupils with SEND.
- Ensuring that pupils with SEND are fully involved in all school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy.

### **The Role of the Class Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
  - Collaborating with the Inclusion Leader/SENCO to decide the action required to assist the pupil to progress.
  - Working with the Inclusion Leader/SENCO to collect all available information on the pupil.
  - Collaborating with the Inclusion Leader/SENCO to develop PLPs for pupils with SEND.(Class teachers write PLPs which are then monitored by Inclusion Leader/SENCO and Year Group Leads).
  - Working on individual targets as specified on the PLP. Ensuring specified programmes are carried out.
  - Developing constructive relationships with parents.
  - Establishing effective home-school communication books (if appropriate).
  - Being involved in the development of the school's SEND policy.
  - Liaising daily with the Teaching Assistant & Learning Support Assistant Team allocated to their class/pupil within their class to ensure appropriate support for the day.
  - Ensuring lessons are appropriately differentiated and work is set at an appropriate level for pupils with SEND, including 'Own-work'.
  - Developing a provision maps which identifies all additional support for all the pupils within their class.
  - Developing individual timetables showing in-class support and intervention programmes for pupils with SEND.
- These are reviewed and amended alongside PLPs.
- Providing TAs with weekly lesson plans which are differentiated to meet children's needs.
  - Contributing to reports for and attending Annual Reviews for children with a Statement of SEN, EHC Plan or FSP.

### **The Role of the Teaching Assistant**

- Reading lesson plans prior to liaising with class teacher.
- Providing support to identified children as outlined in PLPs and teacher's planning.
- Liaising with the class teacher daily to ensure appropriate support for pupils with SEND.
- Carrying out small group or 1:1 intervention programmes as directed by the class teacher and PLP.
- Keeping written records of the child's progress on their intervention or support programmes.
- Adapting the activity and provide alternative resources to support the child within the lesson.
- Providing feedback to the class teacher on the progress of the child within each lesson.
- Marking the work and providing written comments for the pupils they support in class.
- Attending Annual Reviews for children with a Statement of SEND, EHC Plan or FSP.

### **The Role of the Headteacher**

The Headteacher's responsibilities include:

- Managing all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the Inclusion Leader/SENCO/SEND team.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### **Admissions**

Pupils with SEND have the same rights of admission as all other prospective pupils.

For pupils with a statement of Education or and Education Health & Care Plan, the school follows Norfolk County Council's Admission Policy, copies of which are available from the school office or from Norfolk County Council.

### **Provision Mapping**

Each term the school allocates resources and programmes of interventions to support children/groups of children. These are based on internal tracking data gathered at termly progress meetings and continuously throughout the academic year.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school will undertake the Graduated Approach of Assess Plan Do and Review to successfully monitor observe, assess and record the progress of all children and is used to identify children who are not progressing satisfactorily and who may have additional needs. The systems are:

- Parental concerns (written/verbal)
- Boxall Profiles
- Progress measured against the age related objectives of the New National Curriculum
- Progress and Attainment within the National Phonics Screening Check (ongoing)
- National Curriculum attainment targets for the end of key stage 1 (ongoing)
- Progress measured against P Level attainment targets (ongoing)
- Standardised screening and assessment tools (September and as required)
- Progress measured from their individual starting points (ongoing)
- Observations of behavioural, emotional and social development (ongoing)
- An existing statement of SEND (ongoing and reviewed annually)
- Assessments by a specialist service, such as educational psychology, identifying additional needs (as required)
- Another school or LA, which has identified or has provided for additional needs (as required)

### **Differentiated Curriculum Provision**

All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

In order to access the National Curriculum, a child may require work to be differentiated, tasks to be broken down into steps, the ability to record in different ways and/or the use of additional practical resources. The class teacher will monitor children's progress. The Inclusion Leader/SENCO will support colleagues if necessary to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or better the child's previous rate of progress
- Ensures access to the curriculum is as full as possible through small steps

- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, personalised provision within the classroom will need to be made.

**In-Class Personalised provision** would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

A child receiving support at In-Class Personalised will have a Personalised Learning Plan (PLP).

The PLP forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

PLPs are reviewed on a termly basis. The class teacher will take the lead in the review process, in consultation with the Inclusion Leader/SENCO, Teaching Assistants and Outside Agencies where necessary. Parents/carers and their child are invited to contribute and are consulted about any further action.

As part of the review process, the Inclusion Leader/SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving interventions, the child continues to have significant needs which are not being met. Where this is the case a decision may be made to make provision at the School Support Level.

### **School Support Level**

Provision at this level always includes the involvement of specialist services. Parental permission will be sought before contacting Outside Agencies. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at School Support Level will have an PLP. Monitoring will take place as for In-Class Personalised provision and reviews will be on a termly basis. Provision will run concurrently with differentiated curriculum support. Targets for the PLP will be set using guidance from Outside Agency Reports.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at School Support Level, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan.

The school is required to submit evidence to the Local Authority whose Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the Local Authority's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education, Health & Care Plan (formerly Statement of Special Educational Needs)**

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Support Level, and additional support that is provided using the funds made available through the Personal Budget linked to an EHC Plan or as allocated in an existing Statement of education.

There will be an Annual Review, chaired by the Inclusion Leader/SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or Statement or to the funding arrangements for the child.

Reviews or meetings to review the provision for a child can take place at any time throughout the academic year and are not limited in frequency to ensure that the best provision is available to the individual child.

### **The School's Arrangements for SEND and Inclusion In-Service Training/CPD**

The Inclusion Leader/SENCO attends regular cluster meetings to update and revise developments in Special Needs Education.

Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided for ALL staff through staff meetings, TA meetings and

INSET Days by the Inclusion Leader/SENCO or Outside Agencies (e.g. Step On, Language, Behaviour and Learning Services).

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified. This is done through Performance Management, analysis of pupil data and staff discussions.

### **The use made of teachers and facilities from outside the school, including support services**

The Educational Psychologist visits the school following applications to Amity Services by the Inclusion Leader/SENCO & parents.

Specialist support is used to supplement classroom provision where we do not have the necessary in-house expertise. For example, in relation to children with autistic spectrum disorders, severe emotional and behavioural difficulties, or language difficulties support is accessed from agencies such as Speech and Language Services, SRBs (Specialist Resource Bases).

Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to PLP reviews.

### **Arrangements for partnership with parents/carers**

Staff and parents/carers work together to support pupils identified as having additional needs.

Parents/carers are involved at all stages of the education planning process. An appointment is made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Leader/SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that all parents/carers leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents/carers are always invited to contribute their views to the review process. All PLPs and reviews are copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/Carers Consultation meetings provide regular opportunities to discuss concerns and progress. Specific PLP meetings are also arranged to review their child's progress and to set new targets. Parents/Carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Any further concerns can be raised by contacting the Inclusion Leader/SENCO and Headteacher or, if this fails to resolve the issues, the governing body.

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Leader/SENCO will telephone to further discuss the child's needs. When children transfer from Drayton Community Infant School to new schools the Inclusion Leader/SENCO will give details of particular needs and additional provision made by the school. The Inclusion Leader/SENCO will discuss these children with other schools on request.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Leader/SENCO or Class Teacher, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the MASH Team desk. Class teachers will alert the Headteacher if there is a concern they would like discussed.

There are many voluntary organizations supporting children with SEND and their families. The Inclusion Leader/SENCO maintains an up to date list via the SEND Hub. Parents/carers will be given details of these groups on request or as appropriate.

### **Arrangements for providing access to learning and the curriculum**

The school will ensure that all children have access to a balanced and creative New National Curriculum, flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion or there are concerns regarding the safety of the individual or other children.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Policies and lesson plans for the curriculum are in place and are differentiated to include appropriate learning outcomes

for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning objectives and outcomes are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. The school has a number of lap tops available as well as IPADs, enabling a different method of recording for pupils with SEND. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. Staff ensure a high participation level from all pupils by using a number of strategies such as Talking Partners.

### **Access to Information**

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

As part of classroom practice, Drayton Community Infant School uses a range of assessment procedures within lessons (such as role-play, drama and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Listening to disabled pupils and those identified with additional needs**

Drayton Community Infant School encourages the inclusion of all children in the School Council and other consultation groups.

We aim to include children where age appropriate in their target setting and encourage and support them to take an active part in their annual reviews (if appropriate), through preparation, and making the information and meeting itself accessible and unthreatening.

### **Disability equality and trips or out of school activities**

Drayton Community Infant School tries to make all trips inclusive by planning in advance and using accessible places. Every effort is made to include all children in extra-curricular activities.

(No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion or there are concerns regarding the safety of the individual or other children). Additional funding is available to enable children with SEND to attend extra-curricular activities, for example Learning Support Assistant support.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

**Appendix A**

**Drayton Community Infant School  
Referral to Inclusion Leader**

Name:

Class:

Teacher:

Date:

**Assessment Levels**

Reading		
Writing		
Maths		
Sp Age:	Chrono Age:	SS:
Rd Age:	Chrono Age:	SS:

**Progress since last assessment**

Reading	
Writing	
Maths	

**Reasons for referral**

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**Details of strategies and provision provided in class**

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**Details of discussions with parents/carers**

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To be completed after SENCO referral

Action to be taken by class teacher

Action to be taken by SENCO

Signed:

Class Teacher

Date:

SENCO

Date:

Head teacher

Date:

## **Glossary**

### **Annual review**

This is a meeting to review the progress of a pupil with a statement of Special Educational Needs or Education, Health and Care Plan.

### **Differentiated curriculum**

Schoolwork is taught in different ways and at different speeds within each mainstream class in order to make allowance for all ability levels. A teacher may differentiate work by providing different worksheets and placing children in small groups. SEND implies educational needs above and beyond this.

### **EAL – English as an Additional Language**

Some children may have very little or no English at all. Others may speak English at school and another language at home (dual language).

### **EHC Plan**

This is an Educational Health and Care Plan which was introduced as part of the revised SEND Code of Practice (Sep 2014) and replaces the Statement of Education but incorporates all aspects of a child's development to improved provision and coordination.

### **Foundation Stage Profiles**

Profiles are used to assess children's progress against the Early Learning Goals.

### **Inclusion**

Inclusion is the policy of allowing all children to be taught in a mainstream school with extra support if necessary.

### **INSET/In-Service Training/ CPD**

All school staff have regular training both in school and outside of school. These can be on school INSET Days, at weekly staff meetings and on courses that take place throughout the school year.

### **Interventions**

This refers to a short, intensive, structured intervention programme designed to target specific learning needs. They are delivered one to one and in small groups. They are directly linked to a child's specific learning needs.

### **Key Stage**

This refers to the 'phase' of school. Foundation Stage refers to Nursery and Reception, Key Stage One is Year 1 and Year 2.

### **LA – Local Authority**

The Local Authority, also known as 'Norfolk County Council' or 'the council' runs our local services. The Local Authority website address is [www.schools.norfolk.gov.uk](http://www.schools.norfolk.gov.uk).

### **LAC – Looked After Children**

Children who are looked after by the Local Authority or are cared for under Special Guardianship or Private Fostering.

### **National Curriculum**

This is the work that children of each age group are expected to be taught in school. It is broken down into subject areas. Each subject area lists a set of learning objectives.

### **Outside Agencies**

Is the term used for any outside professionals involved in the support of a child with SEND. For example, speech and language therapists, educational psychologists, school nurse.

### **P level attainment targets**

The P level attainment targets apply in relation to pupils, aged 5-16, with Special Educational Needs who are working outside and below age related expectations of the National Curriculum.

### **PLPs – Personalised Learning Plans**

A PLP is an important document for parents and staff. It states those specific things your child should be able to do as a result of receiving extra support. It shows a small number of things your child should achieve (targets) and how they

should achieve them. Parents are asked to approve the PLP. Every PLP target should be Specific, Measurable, Achievable, Realistic and Time-related (SMART for short). It is an important teaching and assessment tool which identifies the staff working with the child together with the amount of support. PLPs are written and reviewed twice yearly.

### **Provision Map**

A provision map shows exactly what extra SEND support is provided to specific children. It shows how often specific support is given and for how long. It does not contain individual targets; it is more general than an PLP.

### **Pupil Premium**

Children who are eligible for Free School Meals (FSM), are Looked After Children or are children from Service families access additional funding to support their learning.

**SEND** – Special Educational Needs & Disabilities

**SENCO** – Special Educational Needs Co-ordinator

This is a senior member of staff with responsibility for all SEND activities in school.

### **Standardised Screening**

These are tests which give a standardised score – they measure the child's score against the average for that age. At Drayton Community Infant School we use the National Phonics Screening for children in Year 1-2. This takes place in June each year. Some outside agencies also use a variety of standardised tests when assessing children's abilities.

### **Statement of Special Educational Needs**

A statement is a legal document divided into six parts and reviewed each year (Annual Review) that lists a child's special educational needs and exactly how they are to be met.

### **TA – Teaching Assistant**

This is the name given to classroom support staff. Children with SEND may have extra help from a TA. There may be one TA for a particular child, or a TA supporting a number of children in the same class. TAs work under the direction of the class teacher. TAs receive support, training and guidance from the Inclusion Leader/SENCO as well as external training.

### **Transition**

The period of time when a child moves from one year group to another, from one Key Stage to another.