



# SEND Terminology Explained

## SEND Definition

The term *Special Educational Needs* is used if:

"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" (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

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 mainstream schools.

(Special Educational Needs and disability code of practice: 0 – 25 years, 2014)

A *disabled* person is defined by the Equality Act 2010 as:

Someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

*Special educational provision* means:

Educational provision which 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.

(Section 312, Education Act 1996)

In accordance with the DfES Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught. Hence, provision for those pupils experiencing difficulties because English is not their first language is set out in a separate policy.

## SEND Provision:

Following the introduction of the Children's and Families Act 2014, the existing system of classifying levels of intervention (Early Years School Action, School Action Plus and Statement) have been replaced with the term 'Special Educational Provision'.

Queen Elizabeth School recognises that there is a continuum of special educational need and a 'graduated approach' to provision is appropriate and, where necessary, increasing specialist expertise should be brought to bear on the difficulties a child or young person is experiencing. (See appendix 1)



Following identification of an SEN, an appropriate intervention will be implemented. This may be a long term arrangement (e.g. in class support) or a short term strategy to address a particular area of need (e.g. handwriting intervention). Parents and pupils will always be involved and consulted when decisions are made about which strategies to employ. At Queen Elizabeth School we have a very wide range of support and intervention strategies. These are explained in some detail on the Learning Support area of the QES Moodle site. Parents are encouraged to visit the site to ensure that they have ready access to this information.

## Education Health Care Plans (EHC plan)

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, and that young person has not made the expected progress, the school and parents should consider requesting an Education, Health and Care needs assessment. If, after assessment it is determined that an EHC plan is necessary, the Local Authority will consult with relevant parties and put such a plan in place. The EHC plan will detail the education, health and social care support that is to be provided.

## Annual Review:

This is a formal review of the Education Health Care plan. This must be completed within 12 months of initiation of the EHCP and then on an annual basis within an interim review every 6 months for children in early years. Parents, pupils, outside agencies and the Local Authority are encouraged to participate and attend.

## IEP (Individual Education Plan):

This is a document which is used to outline a pupil's main difficulties and inform their class teachers. It offers the teacher important advice and strategies about how best to meet the needs of pupils with SEND. The IEP also records additional support and interventions provided by school and details of exam Access Arrangements provided. The IEP is available to all teachers and pupils parents or carers via Moodle. It is reviewed and updated twice a year.

## An introduction to acronyms:

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>ASC</b>	Autistic Spectrum Condition
<b>BESD</b>	Behavioural, Emotional and Social Difficulty. Pupils whose behaviour, emotional or social needs present a barrier to learning.
<b>DCD</b>	Development Co-ordination Disorder (Dyspraxia)
<b>EBD</b>	Emotional and Behavioural Difficulties.
<b>HI</b>	Hearing Impaired.



- LAC** Looked After Child.
- MLD** Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum
- PD** Physical Disability
- SLD** Severe Learning Difficulty
- SpLD (ARQ)** Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia.
- Sp and Lang** Speech and Language.
- VI** Visually Impaired.