

Maple Medical PRU



SEN Information Report Our Offer

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Maple Context

Maple Medical is a split site 'pupil referral unit'. All pupils who attend the centre have medical needs and/or autism. There are seven areas of Maple:

At the Cedar Road site, Balby, DN4 9HT

- Pupils with severe and enduring mental health disorders
- Statutory school age parents who are pregnant and who have given birth
- Children who are medically unwell- too ill to attend mainstream school but are not in hospital
- Pupils who have Autism with an EHCP

At Doncaster Royal Infirmary, Armthorpe Road, DN2 5LT

- The Hospital School, which caters for children who are in hospital situated in the women and children's hospital, floor 4.
- Home tuition service, this is for pupils who are too ill for mainstream or attend Maple Medical PRU and need to be educated at home.

What are special educational needs and disabilities?

<https://www.gov.uk/children-with-special-educational-needs>

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn.

They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends;
- reading and writing, for example because they have dyslexia;
- ability to understand things;
- concentration levels, for example because they have ADHD;
- physical ability,
- The legal definition of special educational needs and disabilities

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

The Children and Families Act 2014 defines special educational needs and disability (SEND) in the following way:

20 When a child or young person has special educational needs

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child or a young person of compulsory school age has a learning difficulty or disability 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.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

21 Special educational provision

1. “Special educational provision”, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - a. mainstream schools in England,
 - b. maintained nursery schools in England,
 - c. mainstream post-16 institutions in England, or
 - d. places in England at which relevant early years education is provided.
2. “Special educational provision”, for a child aged under two, means educational provision of any kind.

The legal definition of disability under the Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/section/6>

Many children and pupils who have SEN may 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**’.

- ‘long-term’ means 12 months or more;
- ‘substantial’ is more than minor or trivial.

Differentiating levels of special educational needs and support needs

At Maple, we follow a widely recognised, cumulative, three-tier approach to differentiating levels of need consisting of:

1. **Quality First Teaching:** Primarily classroom-based approaches designed for the benefit of all our pupils, all of the time.
2. **SEN Support (K support):** Part of a graduated approach. Additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to engagement, progress, and achievement.
3. **EHC Plan:** Additional school-based and external agency approaches for individual pupils, provided on a longer-term basis to address persistent barriers to engagement, progress and achievement. Pupils with an EHCP are also designated to this stage.

SEND Support focuses on the four areas of SEND need mentioned above.

They are:

1. Social, Emotional and Mental Health Needs;
2. Cognition and Learning Needs;
3. Communication and Interaction Needs;
4. Physical and Medical Needs.

For more information regarding types of SEND and the support available at Maple Medical PRU, refer to the SEND policy.

How are special educational needs (SEND) identified at Maple Medical PRU?

Having been initially referred to Maple Medical PRU and allocated a placement, on admission, each pupil maybe deemed to have additional social, emotional, or mental health needs (SEMH needs), and/or communication and interaction needs (mainly Autism) and/or physical and medical needs, requiring support above and beyond mainstream schools' Wave 1 Universal Provision and Wave 2 Catch-Up Provision. Specifically; due to their additional needs, the pupil requires the additional provision of off-site support for at least a short period of time.

As such, most of the pupils are designated on Maple Medical PRU's SEND register of additional needs at the stage of SEN support. The nature of such needs typically come under the umbrella terms **Communication and Interaction**, **Social, Emotional and Mental Health** and **Physical and Medical Needs** which require specialist advice and/or input.

Maple Medical PRU builds a profile of a pupil's additional needs through:

- Initial Testing in Reading, English and Maths
- Initial Learner Profile
- Risk assessment, using referral information and documentation, and through professional observation
- Prior SEND input and support
- SEND Referral
- Curriculum baseline testing; conducted within the first six weeks of a young person attending Maple Medical PRU and during the first half term of each new academic year;
- Academic tracking, based on subject progress data provided by teachers every term;
- Engagement tracking- monitoring attendance and behaviour data
- Termly progress reviews, collecting the views of the young person, teachers and teaching support staff
- On-going professional observation that considers current presentation, feedback from parents and carers, and any feedback from other professionals involved with the young person.

Statutory Assessment (EHC Needs Assessment)

Maple Medical PRU can be designated specialist provision for pupils with an Education Health Care Plan, whereby some pupils may be single registered and Maple Medical PRU named on the EHCP. We also make provision on a short to medium term basis for pupils with special educational needs and disabilities who have an EHCP and work closely with main stream schools to meet statutory requirements.

Where a pupil is viewed to require more formalised support through an Education Health Care Plan (EHC Plan), Maple Medical PRU will look to initiate statutory assessment (EHC Needs Assessment) – or, where the young person is dual registered with a mainstream school, Maple Medical PRU will contribute to the process of statutory assessment.

This process is outlined in more detail in the next section of the School Information Report and follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

How does Maple Medical PRU meet the SEND needs of pupils attending the school?

The Maple Medical PRU SEND Offer of support follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

Universal Offer: Primarily classroom-based approaches designed for the benefit of all pupils, all of the time. These approaches include:

- A nurture-based approach to learning;
- Small group classes with high staff to young person ratio;
- Specialist staff, consisting of subject specialist teachers, qualified inclusion support, support staff and TAs, including HLTAs;
- An academic GCSE and BTEC school curriculum which takes into account the learning needs and additional needs of all our students
 - with alternative accreditation routes available including Functional Skills Certificate, AQA Unit awards and Entry Level Certificate;
- Personal support and development programmes, including PSHE and support for personal development- life skills and independence
- Additional elements of the curriculum, including enrichment activities;
- Individual learner profiles for every young person;
- Mentor support and termly review sessions;
- Regular parental contact regarding engagement, progress and achievement;
- Transition plans for every young person.

SEN Support: Part of a graduated approach. Additional school-based and external agency approaches for small groups of pupils, provided on a short to medium term to address specific barriers to achievement. These approaches include:

Specialist teaching staff, including SEND teachers and teachers with experience and knowledge of SEND needs and strategies, in addition to their subject specialism(s);

- Reading, Literacy, and Maths intervention/ catch-up programmes;
- Social, emotional and mental health support, inc. intervention programmes;

- SEND advice, training, resources and support to help identify underlying needs
- SEND assessment for cognition and learning needs
- Individual SEND support plans;
- Exam access arrangements
- Multi-agency working with CAMHS, EPS, Early Help

Intensive Support: Additional school-based and external agency approaches for those pupils who need further specialist support and long term educational planning due to their SEND needs. These approaches include*:

- Evidence-based 1:1 SEND intervention programmes to support identified cognition and learning needs; and/ or, social, emotional and mental health needs; and/ or, social communication and interaction needs;
- Specialist intervention/ input including Dyslexia screening; SpLD assessment/ intervention; SaLT assessment/ intervention;
- Support and intervention for Physical and Medical needs, including support from VI Team, HI Team, HEAT Team
- Therapeutic interventions, following specialist recommendation;
- Educational Psychologist input and assessment;
- SaLT Team input, assessment, and support;
- Referral to Early Help, Social Care , CAMHS, EP, ASCETS, Physio, OT and SaLT
- Referral work with providers, including counselling services
- Multi-agency work with CAMHS, Virtual School (LAC), and the LA SEND Team.

**Please not this list is not exhaustive*

Pupils with an Education, Health and Care Plan are also designated at Intensive support stage.

For a young person to be designated at this third stage as EHC Plan, they must be subject to an Education Health Care Plan (EHC Plan) - previously known as a Statement of Special Educational Needs.

A pupil, at this stage, typically:

- Has a recognised learning difficulty or disability; And/ or
- May need further assessment to identify need; And/ or
- May need specialist provision to support their needs; And/ or
- May require post-16 support due to their needs.

The SEND Code of Practice says a child or young person has SEND 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 either 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”*.

**Taken from the SEN Code of Practice: 0-25 Years, 2015*

A young person undergoing statutory assessment (EHC Needs Assessment) remains at SEN Support until a decision to issue an Education, Health and Care Plan is made and the relevant documentation is officially published.

Accessibility

Maple Medical PRU (Cedar Road) is a single storey site, all areas can be accessed. We have ramps to the outside of the building, allowing access to all areas. There is a disabled toilet with a safety handrail on the main school corridor, we also have a multi-purpose room with a height adjustable bed for physio. On site we have a medical room, where wheel chairs and walking frames can be located. In accordance with the requirements of the Disability Discrimination Act, reasonable adjustments will be made to accommodate children with disabilities and this will be reflected in the School’s Accessibility Plan.

What is the process for requesting a Statutory Assessment (known as an EHC Needs Assessment)?

At any point in a pupil’s educational career, a request can be made that the Local Authority carries out a statutory assessment (EHC Needs Assessment). This is a legal process with clear protocol and a set timeframe to follow.

A decision to apply for a statutory assessment (EHC Needs Assessment) is best made as a collective decision involving the agreement of parents/ carers, Maple Medical PRU, mainstream school, outside agencies, and with the agreement and involvement of the young person. Parents and carers can take this decision themselves but we always encourage communication and cooperation on such decisions.

Prior to such a decision, a young person will typically have been designated as qualifying for SEN Support and will have been in receipt of a variety of additional help and support over a period of time. The decision will be made with a view to obtaining specialist guidance and funding, often to enable a more permanent and usually a higher level of further support through specialist provision.

The process of requesting a statutory assessment (EHC Needs Assessment) follows three stages:

Stage 1

Following a decision to request a statutory assessment (EHC Needs Assessment), a range of information is gathered about the young person, including information about their family background. A specialist assessment from an Educational Psychologist will also be sought if one has not been completed already. An initial meeting will then be held with a view to involved parties agreeing on the general purpose of the application. A written request is then sent to the Local Authority, usually by Maple Medical PRU, or co-authored with the pupil's mainstream school. When the request for statutory assessment is received by Doncaster's Statutory Assessment Team, the 20-week timescale for completion begins.

Stage 2

After the request has been received by Doncaster Local Authority, a panel of SEND professionals will decide within 6 weeks if they think the young person's needs are at a level that needs a statutory assessment (EHC Needs Assessment). If this is the case, they will ask all parties to contribute to the statutory assessment process, which involves each writing a report outlining the young person's needs. This process should take a further 10 weeks. If the SEND Panel do not think the young person needs warrant a statutory assessment, they will ask Maple Medical PRU/ mainstream school to continue with the support at the SEN Support stage.

Stage 3

After the reports have all been sent in, the Local Authority (LA) will decide whether to issue an Education, Health and Care Plan (EHC Plan) to meet the needs described. If an EHC Plan is issued, this will formally provide guidance on future support and any funding arrangements the young person will receive from the Local Authority. A meeting will then be arranged within 15 working days, to agree how the EHC Plan will be implemented. If a decision is made not to issue an EHC Plan, the Local Authority will advise a continuation of SEN Support.

This process should take a total of 20 weeks from the stated deadline for the reports, in line with national guidance (<https://www.gov.uk/children-withspecial-educational-needs/extra-SEN-help>).

What support does Maple Medical PRU offer to pupils with SEND needs?

Maple Medical PRU has a number of strategies and interventions used to support pupils. Examples of these strategies include:

- 1:1 check in and check out sessions with a member of staff, to help pupils express any anxieties or other difficult thoughts/ emotions throughout the school day
- Small class groups with high ratios of adult support;

- Additional sessions, for pupils with gaps in their core subjects;
- Structured small group activities at break and lunch times, for those pupils with social anxiety;
- Transportation to and from school for most pupils to ensure safety when travelling to/ from school, punctuality and sustained attendance (must be agreed by transport panel);
- Transition support to placement, post-16 provision, or mainstream school return supported by key adult;
- Access, through referral, to
 - Educational psychology service (EPS)
 - Autism and Social Communication Education and Training Service (ACSETS)
 - Behaviour Outreach Support Service (BOSS)
 - Children and Adolescent Mental Health Service (CAMHS)
 - Service for Children with Hearing Impairment (SCHI)
 - Service for Children with Visual Impairment (SCVI)
 - Special Educational Needs Service (SEN team)
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Physiotherapy services
 - School Nursing Service
 - Special Schools Outreach Support
 - Social Care/ Early Help
- Individual SEND Support Plans for learners with identified additional needs;
- Application for Exam Access Arrangements relating to support during examinations.

Maple Medical PRU places emphasis on each pupil developing independence within a larger setting. This is as important for pupils preparing to transition to a post-16 setting as it is for pupils on mainstream reintegration programmes or transitioning to a specialist provision.

When pupils are dual-registered, Maple Medical PRU will always work together with mainstream schools, to ensure the best outcomes for our pupils.

As part of our disability discrimination duties Maple Medical PRU works to provide protection for pupils with disabilities by preventing discrimination against them on the grounds of their disability.

Maple Medical PRU strives to ensure that we do not treat pupils with disabilities any less favourably than their peers, and that we take proportionate steps to ensure that reasonable adjustments and modifications are in place for pupils with disabilities to ensure complete access to our education offer. This is known as the reasonable adjustments duty.

Co-operation- Collaborative Working

At Maple we believe working collaboratively is essential to ensure that all children with SEND have their needs met effectively and promptly.

Parents and carers: Staff at Maple firmly believe in fostering strong partnerships with parents to enable all children, as well as those with SEND, to achieve their potential. The school recognises that parents have a unique overview of their children and know how best to support them. This gives them a key role in the partnership. We value parents and carers opinions and encourage them to get involved in their child's education sharing successes and concerns throughout the year with SLT, Teachers, the Inclusion Manager and Learning Mentor.

Child: All children at Maple are encouraged to have a voice and take ownership of their learning and progression to support them in becoming more independent. For children with SEND we believe this should be no different and where ever possible children are involved in setting and reviewing personal targets and helping plan the way in which they want to learn. Where necessary individual procedures will be put in place to help ensure this is possible.

Outside Agencies: We work closely with other agencies, gathering support and advice, to ensure we meet every child's needs to the best of our abilities. We have good working relationships with a range of agencies based in Doncaster Local Authority.

How does Maple Medical PRU make the curriculum more accessible to pupils with SEND through SEN Support?

As part of our universal provision, Maple Medical PRU ensures all pupils are taught in their core subjects of English, Mathematics and Science.

Other subjects offered include: *

- PSHE
- Careers
- Health and Social Care
- Humanities
- Travel and Tourism
- Art
- ICT
- Technology

- PE
- Life Skills

KS4 Qualifications offered include: *

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Science (Dual award)
- OCR Cambridge Nations Health and Social Care
- OCR Cambridge National iMedia
- BTEC (Tech Award) Travel and Tourism
- Entry Level Maths, English and Science

**Some subjects offered are dependent on key stage/group*

Adapting teaching takes place within lessons on a day-to-day basis, to ensure all pupils are engaged in learning and their needs are accounted for; including adapting resources, adapting tasks and activities for individual learning needs. Decisions around the need for teaching adaptations are informed by observation and baseline/ formative assessment carried out on a young person's arrival, or from input from the SLT Team and reviewed regularly during their placement at Maple Medical PRU.

How does Maple Medical PRU monitor and review progress, outcomes and support arrangements for pupils?

To review the level and nature of need and to plan support around needs, Maple Medical PRU holds regular review meetings for all pupils – every young person receives an informal, centre half termly review, and a formal termly review as part of Maple Medical PRU's review cycle.

Reviews are convened by the deputy head teacher, inclusion manager or teacher in charge. The young person and parents and carers are invited along with a representative from their mainstream school, if dual-registered. When the review meeting is around transition, either a return to a mainstream setting or into post-16 provision; other agencies, including, where appropriate, and any other outside agencies with close involvement, including careers and college staff, are invited to ensure the young person's needs are accommodated.

At review meetings the young person's progress will be reviewed, using their One Page Profile (OPP) and any additional SEND Support Plan is used to review the agreed targets, strategies and any resources needed to achieve the young person's planned outcomes. The teacher or, the person who knows the

young person best in an educational setting will usually hold responsibility for the implementation of the OPP and any additional SEND Support Plan and the monitoring/ evaluation of progress to objectives.

In drafting targets, Maple Medical PRU works to the following principles and processes:

- Targets are drawn from the priority of need, which is identified through the initial referral, the young person's OPP, baseline assessments, SEND assessments, and any additional SEND Support Plan alongside discussions with the young person, parents and carers.

In agreeing targets, Maple Medical PRU works to the following principles and processes:

- Parents, mainstream school and outside agencies have access to all baseline assessments, SEND assessments and reports, and documents relating to the young person's OPP;
- Parents and carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice document such as the Views of the Parent/ Carer form;
- Pupils are given opportunity to express their views alternatively or additionally, recorded using a student voice document such as the Views of the Child/ Young Person form, or the "Wishes and Feelings/ 3 houses" form;
- All present at the meeting may request a copy of the reviewed OPP and any relevant documentation for future reference;
- Any parties invited to the meeting who could not attend are provided with copies on request.

All pupils with an Educational Health Care Plan receive an Annual Review. The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new objectives, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further, additional support is necessary through amendments to the original plan.

What should parents and carers do if they have concerns about their child's special educational needs?

Parents and carers with any specific concerns about their child that are, or may be related to special educational needs should, in the first instance, speak to their child's teacher, the deputy head teacher and/or the teacher in charge. Staff will then pass this information to the SENCO Lois Cherrington, our Special Educational Needs Co-ordinator (SENCO).

How will the school support pupils with SEND at key transition points?

The key transition points for any pupil in education at Maple Medical PRU are:

- Year 2 to Year 3
- Year 6 to Year 7
- Year 9 to Year 10
- Year 10 and Year 11 towards Post 16 provision, including education, training and employment.

For pupils at with an Educational Health Care Plan (EHC Plan) the Annual Review will also include a Transition Review at these stages to plan for Post-16 options and the support needed to prepare them for adulthood, employability, and independence.

Due to the nature of our provision, as a Pupil Referral Unit, pupils attending Maple Medical PRU will also be subject to additional transition points. These include:

- Transition from mainstream, EHE, Hospital to a placement at Maple Medical PRU;
- Transition from a Maple Medical PRU Nurture groups to KS3 and KS4 groups within centre;
- Transition to a specialist education school placement;
- Reintegration back into a mainstream secondary school setting;

Maple Medical PRU works closely with pupils and their parents and carers, to pre-empt anxiety and any other difficulties around any of these transitions. We work on a case-by-case basis using strategies such as:

- Personalised transition plans that take into account individual needs and aspirations;
- A personalised support plan for reintegration into mainstream school, including information-sharing, supported visits, and enhanced transition plans.

All of our pupils have access to additional, high-quality careers advice and guidance, to ensure they are working towards aspirational, realistic and sustainable study, training, and employment goals.

What opportunities do parents and carers have for expressing their views?

As outlined within this report, there are regular opportunities for parents and carers (including carers of young people who are looked after by the local authority and have SEND) to express their views formally. Primarily, this opportunity is provided through regular Review Meetings; the first held within six

weeks of a young person being admitted to Maple Medical PRU and then, each half-term. For young people with an EHC Plan, one of these reviews is designated an Annual Review.

We encourage parents and carers to maintain regular contact (telephone, text or email) and to work with us to pre-empt any concerns or before problems could intensify. Parents and carers can also arrange, by request, a meeting with a member of the senior leadership team to express their views. Maple Medical PRU aims, as much as possible, to hold a meeting within five working days of such a request being made.

Maple Medical PRU's complaints procedure is outlined in the complaints policy found on the school website. The Code of Practice outlines guidance that the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Frequently asked questions:

Who are the other people providing services to children with SEND at Maple?

- Educational psychology service (EPS)
- Autism and Social Communication Education and Training Service (ACSETS)
- Behaviour Outreach Support Service (BOSS)
- Children and Adolescent Mental Health Service (CAMHS)
- Service for Children with Hearing Impairment (SCHI)
- Service for Children with Visual Impairment (SCVI)
- Special Educational Needs Service (SEN team)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy services
- School Nursing Service
- Special Schools Outreach Support
- Social Care/ Early Help

How are the adults in school helped to work with children with SEND and what training do they have?

- The school has a development plan, including identifying whole school training to support groups of learners in school, such as ASD, medical needs, mental health etc.

- The school inclusion manager is **Josie Blacklock**, who holds Mental Health First Aid and has years of experience working with pupils with mental health difficulties
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses internally and externally that are relevant to the needs of specific children.

If you have any questions, queries or concerns please feel free to contact any of the following people who can help.

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| Name and contact information of the Head Teacher | <p>Kath Formby Maple Medical PRU Cedar Road Balby Doncaster DN4 9HT</p> <p>Tel: 01302 572796</p> <p>Kath.formby@doncaster.gov.uk</p> |
| Name and contact information of the SEN Co-ordinator (SENCO) | <p>Lois Cherrington Maple Medical PRU Cedar Road Balby Doncaster DN4 9HT</p> <p>Tel: 01302 572796</p> <p>lois@maplemedicalpru.co.uk</p> |
| Name and contact information of the Assistant SEN Co-ordinator | <p>Gemma Langley Maple Medical PRU Cedar Road Balby Doncaster DN4 9HT</p> |

What is the Local Offer?

Following the publication of the revised Special Educational Needs and Disabilities Code of Practice (July 2014), Local authorities are obliged to publish a Local Offer. According to the SEND Code of Practice the Local offer should: 'set out in one place information about provision they expect to be available across education, health and social care for children and pupils in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

To access Doncaster's Local Offer please follow the link below

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Maple Medical PRU's Local Offer

Maple Medical PRU is contributing to Doncaster local authority 'local offer'.

The following information has been written to help inform and support parents and carers of a child with special education need or disability and those who have concerns about their child's needs

Further advice and support

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

SENDIAS formerly Parent Partnership Service: Contact number 01302 736920 or email sendias@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242 ViCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Senior Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email darren.dickinson@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Doncaster Local Offer

Access to the LA's local offer is published here: www.doncaster.gov.uk/services/schools/local-offer-send

Special Needs & Disability - Glossary

The Local Offer and School Information Reports are written in a way that tries to avoid jargon. However, sometimes abbreviations or unusual phrases are used. We want you to be able to fully understand what you read. That's why this glossary has been created.

The definitions could go into more depth. We could include even more definitions. However, we have tried to keep this a manageable size for parents & carers. For further details, family information and support services are listed on Doncaster's Local Offer website.

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| ADHD | Attention Deficit Hyperactivity Disorder – A condition more commonly found in children than adults. Individuals with ADHD present as overactive, impulsive and inattentive. It is caused by chemical imbalances in the brain. |
| Advisory Teacher | A specialist teacher who visits schools or early years settings to advise on special needs provision. |
| Annual Review | A meeting held every year which updates a child's statement or EHC plan (See statement and EHC plan definitions). |
| ASD / ASC | Autistic Spectrum Disorder / Autistic Spectrum Condition - These are two names for the same disorder. It affects an individual's social skills, language development and thought processes. Often, it affects a child's sensory processing. |
| ASDAN | This refers to programmes/qualifications that focus on skills for learning, skills for employment and skills for life. It is often used for pupils from Y9 upwards who need such skills in their curriculum. |
| BSP | Behaviour Support Plan – a document that outlines how a child behaves and the best responses that adults can give. |

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| TAC | Team Around the Child– this is an assessment and then a series of meetings. It helps to co-ordinate team work for children and families. It includes the parent(s), school and any other professionals involved. |
| TAC Meeting | A meeting of people who are involved with a child/young person. This meeting discusses the current situation and plans actions that have a positive impact on the youngster(s). |
| CAMHS | Child and Adolescent Mental Health Service - the NHS team whose remit includes mental health of those under 18. |
| Differentiation | Teachers adapting lessons to suit the learning needs of groups or individuals within the class (e.g. adjusting the difficulty of a task, providing adult support, or finding using a Dictaphone to record ideas instead of writing.) |
| EAL | English as an Additional Language. |
| EHC Plan | Education, Health, Care Plan - This is a legal document that outlines a child's SEN or disability. It outlines what outcomes the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the outcomes. It also says how education services, health services and care services are going to |
| | contribute. EHC plans have been introduced from Sept 2014 onwards. They replace statements (see definition of statements below). The replacement of statements with EHC plans will be completed by 2018. |
| EP | Educational psychologist – this is a specialist in child development and child psychology. |
| EPS | Educational Psychology Service. |

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| EWO | Education Welfare Officer. A professional worker who visits pupils' homes to support attendance problems and other welfare matters in co-operation with the school. |
| Exclusion | The temporary or permanent banning of a pupil from school. |
| GCSE | General Certificate of Secondary Education – a standard qualification used by many English schools to recognise achievement of Y11 students. |
| INSET | In-Service Education and Training – courses and training for school staff. |
| LA | Local Authority – the public sector organisation that runs local education services. In Doncaster District, it is Doncaster Metropolitan Borough Council. |
| LAC | Looked After Child – A child who is fostered, or who lives in a children's home or who has short breaks (short breaks were previously known as respite). |
| Lead Professional | The key person who organises a TAC and TAC meetings. |

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| MDA / MDT | Multi-Disciplinary Assessment / Multi-Disciplinary Team– an assessment done by a range of health or education experts. The assessment will determine whether a child has autism or not. |
| MLD | Moderate Learning Difficulties. |
| SP | SEN Support Plan – A plan that looks at the needs of the child and outlines what everyone is going to do to help meet these needs. |

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| NEET | Not in Education, Employment or Training – A youngster, older than 16 who is not engaged in learning or work. |
| OFSTED | Office for Standards in Education – the independent government department that inspects school standards in England. |
| One Page Profile | A pupil profile that fits onto one page – it outlines a child’s needs and how to support that child. |
| OT | Occupational Therapy / Occupational Therapist – A specialist NHS worker who is an expert in movement, coordination and sensory needs. |
| PMLD | Profound and multiple learning difficulties |
| PN / PD | Physical needs / Physical disability |
| PRU | Pupil Referral Unit – a unit for children with complex special needs. |
| PSHE | Personal, Social and Health Education |
| Pupil Profile | A document that outlines a child’s needs and how to support that child. |

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| Safeguarding | <p>Safeguarding means:</p> <ul style="list-style-type: none"> • protecting children from maltreatment, • preventing impairment of children's health or development, • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and pupils to have the best outcomes. |
| SALT | Speech & Language Therapy / Speech & Language Therapist – NHS specialists who assist children's development of speech language and communication. |
| SATs | Standard Attainment Tests – National tests that are used across the country for Year 2 and Year 6 pupils. Children should complete them unless there is a valid reason not to (e.g. child is not cognitively able to access the test). |
| SEAL | Social and Emotional Aspects of Learning – Teaching youngsters social skills and understanding of emotions. |
| SEN | Special Educational Needs – a child has special educational needs if they require any form of special educational provision to be made for them to help them to make appropriate progress. |
| SEN Team | Special Educational Needs Team – This team from Doncaster Council administer statements and Education, Health and Care plans. They also make sure that the local authority and its schools fulfil their duties (for example duties set out in the SEN Code of Practice). |
| SENCO / SENDCO | Special Educational Needs Co-ordinator - The adult responsible for co-ordinating SEN provision. |
| SLCN | Speech, language & communication need |
| SLD | Severe Learning Difficulties – a learning difficulty so severe that a child achieves in the lowest 0.1% of their age group. |

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| SpLD | Specific learning difficulties (e.g. dyslexia, dyscalculia). Usually used to refer to difficulties with either English or maths, but is also sometimes used for other specific areas of difficulty (e.g. dyspraxia – a movement difficulty). |
| SRE/ RSE | Sex and Relationships Education |
| Statement (see EHC Plan also). | This is a legal document that outlines a child's complex SEN or disability. It outlines what objectives the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the objectives or outcomes. The full name is <i>statement of special educational needs</i> . |
| Streaming / setting | Grouping pupils in classes according to their ability |
| Support staff | This term is normally used to mean adults who are not teachers, who still facilitate learning. This normally means teaching assistants. Sometimes the term is used very broadly to include office staff, lunchtime supervisors, catering staff, caretakers, cleaning staff and office staff. |
| Team Teach | This is a training programme that teaches staff how to manage difficult behaviour. This includes a range of de-escalation techniques. It also teaches staff how to use physical intervention to move or, if deemed necessary, hold a child safely. |
| Transition | The support processes to help a child move from one school to another. |