



## Special Educational Needs at Witton Middle School SEND Information/School offer

Witton Middle School is a mainstream setting and is committed to meeting the needs of all pupils including those with disabilities and special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

*This document has been created in collaboration with stakeholders, including parents of SEND pupils at Witton Middle School. As such, we hope it will answer all questions you may have, but please do ask if there is anything else you would like to know or we can help with and is not included here. Specific terms, which are hyperlinked, are explained in the Glossary at the end of the document and can be accessed by clicking on the links.*

Witton Middle School is an inclusive school and may offer a range of provision to support children with:

- Communication and Interaction Difficulties
  - Speech, language, social communication or social interaction difficulties
- Cognition and Learning Difficulties
  - Learning difficulties where pupils learn at a slower rate than their peers
  - [Dyslexia](#), [dyscalculia](#), [dyspraxia](#)
- Social, Mental and Emotional Health Problems
  - Difficulties that lead to them being withdrawn or isolated
  - Those displaying challenging, disruptive or disturbing behaviour
  - Underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
  - [Attention deficit disorder](#), [attention deficit hyperactive disorder](#) or [attachment disorder](#).
- Sensory or Physical Needs
  - Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD)

The range of support deployed will be tailored to individual need following thorough assessment by the class teacher, [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

The following are frequently asked questions (FAQ's). Please click on the question and it will take you to the part of the document with the answer:

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### **How does the school know if children need extra help?**

- Regular ongoing monitoring and assessment takes place by teachers to identify pupils who are not making progress or who have needs which are affecting their ability to engage within learning activities.
- The [Senior Leadership Team](#) (SLT) regularly reviews progress data to identify pupils who are not making expected progress.

In addition, children may be identified through:

- Liaison with the previous school
- Concerns raised by parents/carers
- Concerns raised by the pupil

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### **How do I raise concerns if I need to?**

In the first instant you should contact your child's class teacher via a note in the planner, telephoning the school to arrange an appointment or a convenient time for the class teacher to telephone you.

In addition, you can discuss your concerns with the [Special Educational Needs and Disabilities Coordinator](#), Simon Marshall. Appointments can be made by telephoning or emailing the school office.

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### **How will the school support my child?**

All staff at Witton Middle School are responsible for supporting children with [Special Educational Needs and Disabilities](#) (SEND) on a daily basis.

The [Special Educational Needs and Disabilities Coordinator](#) supports the class or subject teacher in the effective implementation of support and is responsible for:

- Co-ordinating provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents/carers are:
  - Involved in supporting their child's learning and in decision making.
  - Kept informed about the range and level of support offered to their child.
  - Included in regular reviews of how their child is doing.
  - Consulted about planning successful transition to a new class or school.
- Ensuring pupils are involved in decision making concerning their learning.



- Liaising with a range of agencies outside of school (e.g. [Educational Psychologist](#), [Learning Support Team](#), [Speech and Language Therapy Service](#), the [Behaviour Outreach Team](#), [Complex Communication Difficulties / Autism Team](#), [Early Intervention Family Support](#)) who can offer advice and support to help pupils overcome any difficulties.
- Providing professional guidance to colleagues and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Liaising with Secondary Schools to ensure a smooth transition.
- Advising on the deployment of the [school's notional SEN budget](#).

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### **Who will oversee, plan and work with my child and how often?**

- The class teacher or subject teacher retains responsibility for the learning of the children with [Special Educational Needs and Disabilities \(SEND\)](#) even when interventions involve group or one-to-one teaching supported by an intervention teacher or [teaching assistant](#).
- The teachers work closely with [teaching assistants](#) or intervention teachers to plan and assess the impact of support and interventions and ensure they are linked to classroom teaching.
- The [Special Educational Needs and Disabilities Coordinator](#) oversees the progress of any child identified as having SEND.
- A [teaching assistant](#) may work with your child either individually or as part of a group to meet a specific objective, for a specified amount of time, which will vary depending on the need.

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### **Who will explain this to me?**

- The class teacher will meet with you formally on at least a termly basis (this could be part of a Parent/ Carer Consultation or a separate meeting) to discuss your child's progress and the support they are receiving.
- If you have questions or concerns, the class teachers are happy to meet with you at convenient times between these formal meetings. Please contact your child's class teacher through a note in the planner or by telephoning the school.
- An appointment can be made with the [Special Educational Needs and Disabilities Coordinator](#) to discuss support in more detail if required, by telephoning or emailing the school office.

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### **How accessible is the school environment?**

- Witton Middle School is [accessible](#) to disabled children and consideration is taken to ensure children are not disadvantaged and are enabled to engage in all activities available to children in the school.
- The ground floor of Witton Middle School is accessible to wheelchairs. There are two disabled parking bays in the school car park.
- Accessible toilet facilities are available.
- Documents are made available in alternative formats for pupils, staff, parents/carers and community users.
- The availability of equipment and technology to support children with special educational needs is regularly reviewed.
- The Personal, Social, Health and Citizenship Education (PSHCE) curriculum includes issues of disability, difference and valuing diversity.

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## **What support is there for children with a visual impairment?**

At Witton Middle School we work closely with parents and the [Visual Impairment Team](#) to support a child with a visual impairment to access the curriculum and to be fully included in school life.

The Visual Impairment Team may visit the school to assess the child in the school environment and to suggest [strategies](#) which may be used in the classroom. We will implement the recommendations of the team and make available equipment and technology to support the child.

The child may create a [Pupil Profile](#) providing information about their needs and [strategies](#) which support them which can be distributed to all staff.

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## **What support is there for children with a hearing impairment?**

At Witton Middle School we work closely with parents and the [Hearing Impairment Support Team](#) to support a child with a hearing impairment to access the curriculum and to be fully included in school life.

The Hearing Impairment Support Team may visit the school to assess the child in the school environment and to suggest [strategies](#) which may be used in the classroom. We will implement the recommendations of the team and make available equipment and technology to support the child.

The child may create a [Pupil Profile](#) providing information about their needs and [strategies](#) which support them which can be distributed to all staff.

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## **What support is there for children with a physical disability?**

At Witton Middle School we work closely with parents and external agencies, such as the [physiotherapy service](#), the [Occupational health service](#), [paediatricians](#) to support a child with a physical disability to access the curriculum and to be fully included in school life.

The external agencies may visit the school to assess the child in the school environment and to suggest [strategies](#) which may be used in the classroom. We will implement the recommendations of the team and make available equipment and technology to support the child.

The child may create a [Pupil Profile](#) providing information about their needs and [strategies](#) which support them which can be distributed to all staff.

The ground floor of Witton Middle School is accessible to wheelchairs. Accessible toilet facilities are available.

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

### **What is the pastoral, medical and social support available in the school?**

At Witton Middle School all members of staff are concerned about the emotional and social development of the children. [Strategies](#) and [Pastoral Support](#) arrangements, which may be offered to support pupils who have emotional and social development needs, include:

- Access to a [Pastoral Support Teaching Assistant](#).
- Small group programmes to support the development of pupils' social skills and enhance self-esteem.
- Lunchtime activity clubs.
- [Strategies](#) to reduce anxiety/promote [emotional wellbeing](#)
  - Reduced or modified timetable.



- Regular contact and liaison with parents/carers as necessary.
- Transition support, visits and events.

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### **How does the school manage the administration of medicines?**

- All medicine is kept in a secure area, storage instructions are followed (e.g. in a fridge) and administered under the supervision of trained office staff.
- Medicines provided for emergency treatment such as reliever inhalers for asthmatic pupils, glucose tablets for diabetics and adrenalin (Epi pen) for severe allergy, can be administered by class teachers. All staff have received Epi pen training, which is updated annually.
- Medicines are only administered following a written request from parents/carers which clearly states the name and class of the pupil, together with the dose and the time(s) of day at which it should be taken and any special conditions for the storage of the medicine (eg to be kept in the refrigerator).
- Pain killers (eg. Ibuprofen, paracetamol, including 'junior' forms such as Calpol) can be administered to pupils on written parental/carers request (child's name and date of birth must be recorded on the bottle/box and signed by the parent/carer).
- Key members of staff hold first aid qualifications, which are updated regularly.
- Care plans are developed through consultation with parents/carers for pupils with medical needs.

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

- The school has behaviour and exclusion policies. If a child has significant behaviour difficulties, an [Individual Behaviour Plan](#) (IBP) is written to identify the specific issues, relevant support is put in place and targets set with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with the [Behaviour Outreach Team](#) to provide additional guidance to support pupils with emotional and behavioural issues.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and if it becomes a concern, the school may involve the [Education Welfare Officer](#).
- The school are also able to support families in making contact with other agencies ([Early intervention Family Support](#) or [Stronger Families](#)) who can provide appropriate support.

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### **How will the curriculum be differentiated to match my child's needs?**

At Witton Middle School high quality teaching, differentiated for individual children is the first step in responding to pupils who have [Special Educational Needs and Disabilities](#) (SEND). Daily planning takes into account individual pupil's needs and requirements. [Differentiation](#) is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Where a pupil is identified as having SEND, action is taken to remove barriers to learning and effective SEND provision is put in place.

This SEND provision consists of a [graduated approach](#), a 4 part cycle of assessing, planning, doing and reviewing.



- **Assess:** the class or subject teacher, working with the [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) where required, identifies the learning needs of the pupil through regular classroom assessments or if necessary specific assessments.
- **Plan:** the class teacher or subject teacher works with parents/carers, the pupil, the SENDCo if required, to develop a plan to support the pupil in their learning and development.
- **Do:** appropriate [strategies](#) and / or [interventions](#) are implemented. These [strategies](#) or interventions may include:
  - Support by [teaching assistants](#) and [intervention teachers](#) in the classroom, in groups or on an individual basis.
  - Participation in reading programmes e.g. Fresh Start, Rapid Reading.
  - Access to specialised equipment or IT programs.
  - Participation in movement programmes e.g. Developmental Exercise Programme.
  - Speech therapy work delivered by [teaching assistants](#) following the Speech and Language Therapist's advice.
- **Review:** in consultation with parents/carers and the pupil, the additional or different provision and its impact on pupil progress is regularly reviewed and the next learning steps are identified.

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### **How will we know if additional provision / support has had an impact?**

- By ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in [Individual Provision Maps](#) (IPMs) and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the [Special Educational Needs and Disabilities Register](#) when they have made sufficient progress – parents/carers will always be informed if this has taken place.

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### **How will I be able to support my child's learning, contribute my views and know how my child is doing?**

- You are welcome to make an appointment to meet with either the class teacher or [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a planner where parents/carers and school can communicate in 'informal' written form. These books are checked weekly by school staff and pupils are encouraged to show the teacher or their parents/carers any notes.
- If your child has an [Individual Provision Map](#) (IPM) with their own targets, you will have the opportunity to discuss the provision and progress your child has made on at least a termly basis. The conversation will also provide suggestions as to how you can support your child's learning at home.
- If your child has a [Statement of Special Educational Needs](#) or an [Education, Health and Care Plan](#) (EHCP) a formal meeting will take place annually to discuss your child's progress.

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

- Children who have [Individual Provision Maps](#) (IPMs) or [Individual Behaviour Plans](#) (IBPs) discuss their learning, progress and targets when these are written and reviewed
- If your child has a [Statement of Educational Needs](#) or and [Education, Health, Care Plan \(EHCP\)](#), their views will be sought before any review meetings and they may be invited to the review meeting.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily lessons.

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## How does the school know how well my child is doing?

There is a regular review process to assess the effectiveness of provision for [Special Educational Needs and Disabilities](#) (SEND) pupils. Class teachers, subject teachers, [teaching assistants](#), parents/carers, pupils, the [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) and the [Senior Leadership Team](#) (SLT) are involved in this review process.

The SLT compile data to track the progress of SEND pupils. Regular progress meetings are held to look at data, monitor the learning of SEND pupils and evaluate the impact of [strategies](#) and [interventions](#) on their learning.

[Individual Provision Map](#) (IPM) targets and the effectiveness of [strategies](#) and interventions are regularly reviewed. New targets are set and, as required, different or additional [strategies](#) or interventions are implemented.

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

Witton Middle School is committed to inclusion. We believe that all children, including those with [Special Educational Needs and Disabilities](#) (SEND) or having a disability, have the right to be included in a broad, balanced and relevant curriculum; and to be fully included and encouraged in all aspects of school life.

Witton Middle School makes all school trips inclusive by planning in advance and using accessible places. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents/carers. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. We will provide additional [teaching assistant](#) support for individual children as required.

A [risk assessment](#) is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

A variety of school clubs are offered during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

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## How will the school prepare and support my child when joining the school?

Witton Middle School liaises closely with the [feeder schools](#) during Year 4. The [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) at Witton Middle School and the SENDCo's at the First Schools meet to share information about the pupils; meetings are also held with the Year 4 and Year 5 class teachers.

Witton Middle School takes part in the [Pyramid transfer day](#) where children come into school at the start of the day and spend the whole day with their new class teacher, [teaching assistant](#) and class



members. They will have the chance to get to know children from the other First Schools as well as having an understanding of the school day. Children transferring from smaller schools will be invited for an additional half day visit.

Some children may need additional arrangements for supporting them when transferring from First to Middle School. This may include:

- Additional visits to Witton Middle School, supported by a teaching assistant from the First School.
- Key teachers visiting the pupil at their First School.
- Making an Information Book of Witton Middle School which may include photographs / plans / daily routines.
- Circulation of a [Pupil Passport](#) made by the pupil which identifies and describes their needs.
- Witton Middle School SENDCo attending the transfer review for pupils with a [Statement of Special Educational](#) needs or an [Education, Health, Care Plan](#).

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### **How will the school prepare and support my child when transferring to a new school?**

Some children with [Special Educational Needs and Disabilities](#) (SEND) will require additional arrangements for supporting them when transferring to Secondary School.

Witton Middle School's [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) will liaise closely with the Secondary School SENDCo, parents/carers and the pupil to develop a transfer programme which reflects the needs of the pupil. This may include:

- Additional visits to the school, supported by a teaching assistant.
- Key Secondary teachers visiting the pupil at Witton Middle School.
- Making an Information Book of the secondary school which may include photographs / plans / daily routines.
- Circulation of a [Pupil Passport](#) made by the pupil which identifies and describes their needs.

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### **What specialist services and expertise are available at or accessed by the school?**

At Witton Middle School teachers' and [teaching assistants'](#) knowledge and understanding of [strategies](#) to identify and support the learning of [Special Educational Needs and Disabilities](#) (SEND) children is regularly reviewed and updated. There is a cycle of [Performance Management](#) linked to observations of teachers, discussions of areas for development and a sharing of expertise across the school.

Witton Middle School is able to request advice from external agencies as required to support the SEND children. There are termly meetings with external agencies including the [Learning Support Team](#), [Speech and Language](#), the [Behaviour Outreach Team](#), [Early Intervention Family Support \(EIFS\)](#) to discuss children who are not making expected progress despite the [specialised, personalised support](#) that is provided within school.

If required, SEND children will be referred to these external agencies for further assessment and [strategies](#) to support their learning within class.

Witton Middle School works closely with [Health and Social Care](#) to support children's SEND needs. The school regularly consults health service professionals. Concerns are initially brought to the attention of the [School Nurse](#) by the [Special Educational Needs and Disabilities Coordinator](#) (SENDCo) or School Manager and referrals will be made as appropriate.



The SENDCo has links with the [The Complex Communication Difficulties/Autism Team](#), [Vision Impairment Team](#), [Hearing Impairment Team](#), [Community Paediatrician](#), [Child and Adolescent Mental Health Service \(CAMHS\)](#), [speech and language](#), [Early Intervention Family Support \(EIFS\)](#), [Stronger Families](#), [School Nurse](#) and [SENDIASS](#) (SEND Information, Advice and Support Service).

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### **What training have the staff supporting children with SEND had or are currently having?**

At Witton we have a Teaching Assistant in every class. They have received training in several areas depending on need, which include Supporting Teaching and Learning in schools, Speech and Language, Phonics, Approaches to Reading, **Autism** Awareness, [Safeguarding](#), Behaviour Management, [Health and Social Care](#), First Aid, Manual Handling.

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

Further information about The Entitlement of Pupils in Mainstream schools, The Local Offer in Worcestershire Schools is located in the [Ordinarily Available](#) document.

For impartial support and advice for parents/carers contact: [Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS Worcestershire\)](#)

[Special educational needs and disability code of practice: 0-25 years 2014](#)

Social Care for Deafblind Children and Adults guidance 2009 (DoH): <http://tinyurl.com/DeafblindGuidance>

The Visual Impairment Team

[http://www.worcestershire.gov.uk/info/20036/specialist\\_teaching\\_services/263/the\\_visual\\_impairment\\_team](http://www.worcestershire.gov.uk/info/20036/specialist_teaching_services/263/the_visual_impairment_team)

The Hearing Impairment Support Team

[http://www.worcestershire.gov.uk/info/20036/specialist\\_teaching\\_services/232/the\\_hearing\\_impairment\\_support\\_team](http://www.worcestershire.gov.uk/info/20036/specialist_teaching_services/232/the_hearing_impairment_support_team)

If you have a complaint about the provision made at Witton Middle School for your child, please refer to our complaints procedure, which can be found on our website or you could contact school and request a hard copy.

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## Glossary

**Accessible** – the extent to which any child / adult is able to enter and move around the school

**Attachment disorder** - specific disorders of mood or behaviour, and the inability to form social relationships due to a failure to form attachments at a young age.

**Attention deficit disorder** - a range of behavioural issues including poor concentration, low concentration span, poor working memory, daydreaming.

**Attention deficit hyperactive disorder** - a range of behavioural issues including poor concentration, hyperactivity, low concentration span, poor working memory, daydreaming.

**Autism Spectrum Disorders (ASD)** - Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Pupils may find it difficult to understand the social behaviour of others. They may be literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs

**Behaviour Outreach Team** – works closely with individual schools to identify, assess and support pupils with emotional, social and behavioural difficulties.

**Child and Adolescent Mental Health Service (CAMHS)** are a specialist NHS service for children and young people with emotional, behavioural or mental health difficulties.

**Community Paediatrician** - doctor with special responsibility for the care of children outside the hospital.

**The Complex Communication Difficulties/Autism Team** supports pupils and students with complex communication difficulties, or an autism spectrum disorder, primarily in mainstream school environment.

**Differentiation** - refers to a wide variety of teaching techniques and lesson adaptations that teachers use to support the learning of a diverse group of pupils, with diverse learning needs, in the same learning environment.

**Dyscalculia** - Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

**Dyslexia** - Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

**Dyspraxia** - Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

**Early Intervention Family Support (EIFS)** - Early Intervention Family Support Workers have a good understanding of child development, family life and parenting and they listen to parents and work with families to support them with parenting skills, managing behaviour and feelings.

**Education, Health, Care Plan (EHCP)** - details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Education Welfare Officer** - a designated person who liaises between education and social care departments. They monitor pupil attendance and may intervene to support families where appropriate

**Educational Psychologist** - is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.

**Emotional Wellbeing** – the way we think, feel and relate to ourselves and others and how we interpret the world around us.

**Exclusion** - means that a pupil is not allowed to attend school or go on to school premises for a period of time or permanently.



**Feeder Schools** - schools which provides (or 'feeds') another school with pupils who then undertake the next phase of their education. For example, a primary school may be the feeder school for a particular secondary school.

**Graduated Approach** - a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Health and Social Care** - is a term that relates to integrated services that are available from health and social care providers.

**Hearing Impairment Team** - supports families of all Worcestershire children with a hearing loss from the point of diagnosis, throughout pre-school, early education until the child has completed his/her education.

**Individual Behaviour Plan (IBP)** - a document to plan and record actions being undertaken to meet the behavioural needs of a pupil.

**Individual Provision Map (IPM)** - a document to plan and record actions being undertaken to meet the additional needs of a pupil.

**Intervention** - small group or individual programmes of study for pupils with identified additional needs.

**Intervention Teacher** – an additional teacher who develops the learning of pupils in the classroom or in small groups.

**Learning Support Team** - is an intervention service that helps schools to support pupils who have learning difficulties.

**Occupational Health service** - assesses and works with adults and children who have physical illness, learning or physical disability or mental health problems. Occupational Therapists assess peoples' ability to engage in the daily activities and occupations that are important to them and assist them to achieve their personal goals and gain independence.

**Paediatrician** - doctor with special responsibility for the care of children.

**Pastoral Support** - help with personal needs and problems given by a member of the school staff.

**Pastoral Support Teaching Assistant** – member of school staff who provides help to children with personal needs and problems.

**Performance Management** – is a formal opportunity to reflect on and assess a member of staff's practice against the backdrop of the relevant professional standards, to consider the impact of their practice on learner outcomes, to discuss the development and support required to further enhance their effectiveness in the following year.

**Personalised Support** - a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate.

**Physiotherapy service** supports children with orthopaedic conditions eg fractures, joint pain; long term neurological and developmental conditions eg. Cerebral Palsy, Muscular Dystrophy, Acquired brain injury; concerns with walking or posture; delayed movement skills eg sitting, rolling, walking; rehabilitation following hospital admission trauma or surgery.

**Pupil Passport** – a leaflet created by the pupil outlining their needs.

**Pupil Profile** – a leaflet created by the pupil outlining their needs.

**Pyramid Transfer Day** – the day all Year 4 and 7 pupils in the Droitwich pyramid of schools (First, Middle and High schools) visit their new school and meet the teachers.

**Risk Assessment** - is an important tool in ensuring health and safety at work. It means, simply, that employers set out to identify hazards to health and safety, evaluate the risk of harm resulting from those hazards and take appropriate action to protect employees and others.

**Safeguarding** - protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

**School Nurse** - work with pupils, teachers and parents to promote good health and wellbeing in school age children and young people.



**School's notional SEN budget** – an additional amount of funding given to schools to meet the special educational provision of pupils with SEN. Currently, the government suggests that a school should use their notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN.

**SENDIASS** (SEND Information, Advice and Support Service) is a service that supports young people and parents / carers of a child with SEND; it is an impartial, confidential, free and accessible service.

**Senior Leadership Team** - is the key leadership group within the school, it consists of the headteacher, the deputy head teacher, the SENDCo, the school bursar, the Year team leaders.

**Special Educational Needs and Disabilities** – a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

**Special Educational Needs and Disabilities Coordinator (SENDCo)** - a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating Special Educational Needs and Disabilities provision.

**Special Educational Needs and Disabilities Register** - a list of children or young people who have a learning difficulty or disability which calls for special educational provision to be made for him or her.

**Specialised support** – the provision of strategies and interventions to support the learning of children as recommended by external experts, e.g. Learning Support Team, [Educational Psychologist](#).

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

**Statement of Special Educational Needs** - is a legal document describing the child's special educational needs and the provision needed to meet those needs.

**Strategies** - refer to methods used to help pupils learn and progress.

**Stronger Families** – Stronger Family Support Workers deliver intensive family intervention programmes, working alongside social care teams, to support families. They ensure all the agencies are working together to support the families.

**Teaching Assistant** – member of the school staff who support the learning of children within school.

**Visual Impairment Team** - offer a wide range of expertise and support to children and students with a visual impairment. The Team works with children and young people from 0-18 years.

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