

SEND Information Report for Mattishall Primary School 2023-24

Contributing to the Norfolk Local Offer for Learners with SEN



SENDCO : Zoe Mack zmack@mattishallprimary.org.uk

Dfe number: 926/2163

Number on roll: 179

Review date: November 2023

Next review date: November 2024

Introduction

Welcome to our SEND Information Report, which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND)

www.norfolk.gov.uk/children-and-families/send-local-offer .

This report is updated annually and it is a legal duty for all maintained schools and nurseries to publish the report on their website.

We welcome your comments on our SEND report so do please to contact us to discuss this report or any aspect of SEND, via the school office, email or telephone.

The best people to contact are:

Tony Chapman (head teacher) head@mattishallprimary.org.uk

Claire Findlay (Deputy) cfindlay@mattishallprimary.org.uk

Zoe Mack (SENDCO) zmack@mattishallprimary.org.uk

Lucy Purvis (SEND Governor)

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- providing a high-quality curriculum with a clear pedagogical approach
- developing empathy, confidence and resilience
- recognising what equality, diversity and tolerance means
- equipping them with 'life skills' and behaviours for learning
- encouraging individuality
- having high expectations and celebrating success and achievement
- raising aspirations for the present and future
- providing a stimulating environment
- promoting a positive partnership with our parents/carers
- developing independent global citizens of the future.

Our leaders strive for excellence and ensure that we will respond to the challenges of modern life. Our team will provide dedication, commitment, professionalism and receive high-quality evidence-based professionalism to support this, whilst recognising the importance of well-being.

We aim for all stakeholders to feel trusted, valued and respected, emphasising the school as a community of learners on all levels

Tolerance, courtesy and respect will be the hallmarks of excellent relationships through the celebration of the dynamic and diverse group of individuals that form Mattishall Primary School.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2015) defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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:

a) has a significantly greater difficulty in learning than the majority of others 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."

A child *may* have SEND if

- His/her progress is significantly slower than that of their peers
- His/her rate of progress has dipped

In this case, information will be gathered, including seeking the views of parents, the pupil and teachers as well as assessments.

There can be many reasons for learners' 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Other policies relating to SEND include:

- Admissions policy
- SEND policy
- Safeguarding policy
- Accessibility policy
- Positive behavior policy
- Complaints procedure

These, and many others can be found on the Synergy website at:

<https://www.mattishallprimary.org.uk/our-school/our-policies/>

People who support children with Special Educational Needs / Difficulties with Learning and Disabilities in this school:

Mr Tony Chapman- Headteacher

The headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for the children with SEND.
- He will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about issues in the school relating to SEND.

Mrs Zoe Mack - SENDCO - Special Educational Needs and Disabilities Coordinator

The SENDCO is responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and developing the schools SEND Policy and information report to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:

1. Involved in supporting their child's learning.

2. Kept informed about the support their child is getting.

3. Involved in reviewing how they are doing and what the next steps are.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g: Speech and Language Therapy, Educational Psychology, Occupational therapist etc.
- Updating the schools SEND record (a system for ensuring all the children with SEND needs of pupils in this school are known) and making sure that they have excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help your child (and other children with SEND in the school) achieve the best possible progress in school.

Mrs Lucy Purvis – SEND Governor

THE SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- To meet regularly with the SENDCO and Head to discuss provisions, support and check the robustness of SEND in school.

Our approach to teaching learners with SEND

At Mattishall Primary School we believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in learning. We celebrate all members of our community and respond to all children's individual needs.

We strive to provide a safe, welcoming, positive environment, enhancing the learning of all, regardless of ability, race or gender. We aim to work together - parents, staff, Governors and children - for the benefit of **all** those who come to our school, including those with additional needs.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes half-termly pupil progress meetings.

Information about how we access equipment and adapt our environment to support children with SEND can be found in our Accessibility Plans on our website.

How we identify learners with SEND

At Mattishall Primary School children with SEND are identified through a variety of ways including the following:

- Parental contact via open door policy
- Conversations with parents raising concerns about their child
- Liaison with a previous school or early years setting
- Conversations with staff following concerns raised about academic progress and / or other progress during pupil progress meetings or meeting with the SENDCO.
- Pupil Progress monitoring via Pupil Asset and half termly tracking systems, linked to age related expectations
- Liaison with external agencies

There are four main areas of need within SEND:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical needs.

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

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Mack (SENDCO) to discuss your concerns. Appointments can be made via the school office or email Mrs Mack directly on: zmack@mattishallprimary.org.uk

All parents are actively encouraged to be partners in their child's education through informal discussions and telephone or e-mail contact. In addition to this, parents are invited to review the pupil passport for their child. Parents' evenings also provide a platform for discussing progress and attainment of children. Parents are sent letters to explain any interventions their children will be taking part in.

EAL pupils

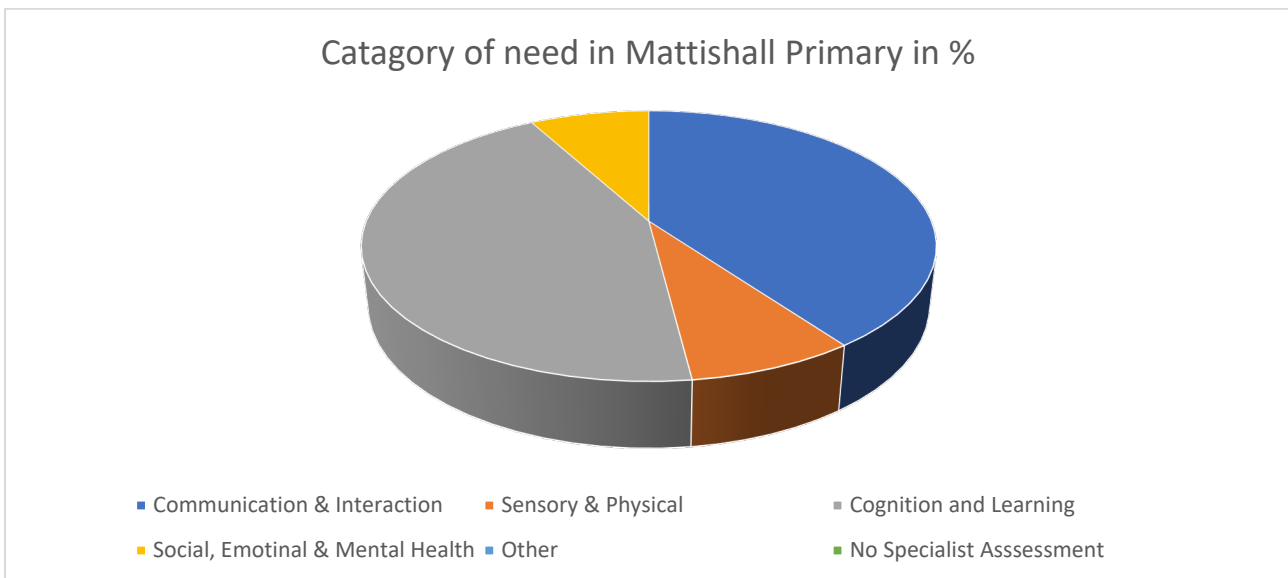
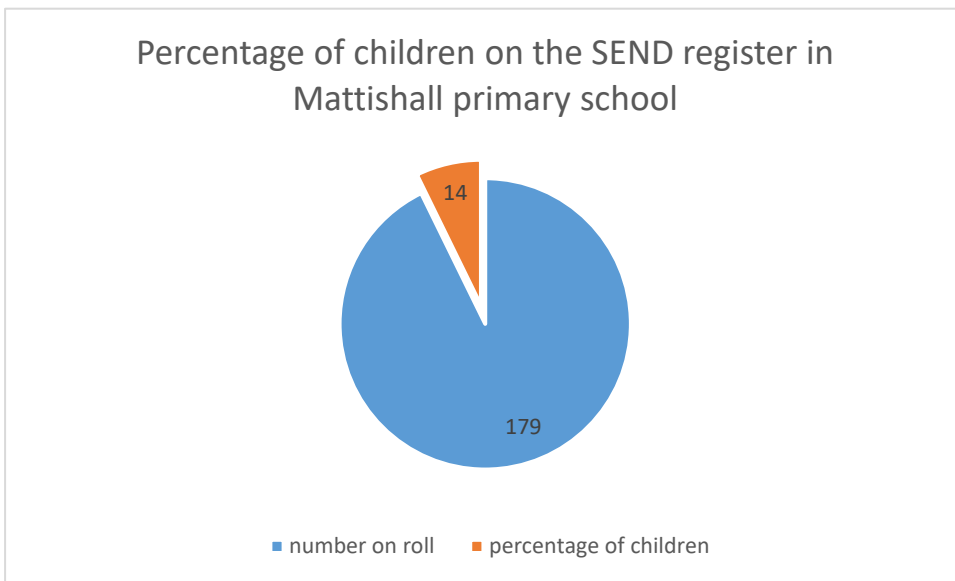
EAL is classed as SEND but may impact progress, attainment or outcomes. If EAL pupils enrol or pupils are found to require additional support for EAL after admission, the school will work together with teachers to provide support in the following ways:

- In-class support to facilitate access to the full curriculum.
- Withdrawal for intensive work on basic Literacy/Numeracy skills if necessary.
- Ensure that programme of study and the materials used to deliver them are suited to the pupils' needs, enabling them to achieve and progress.

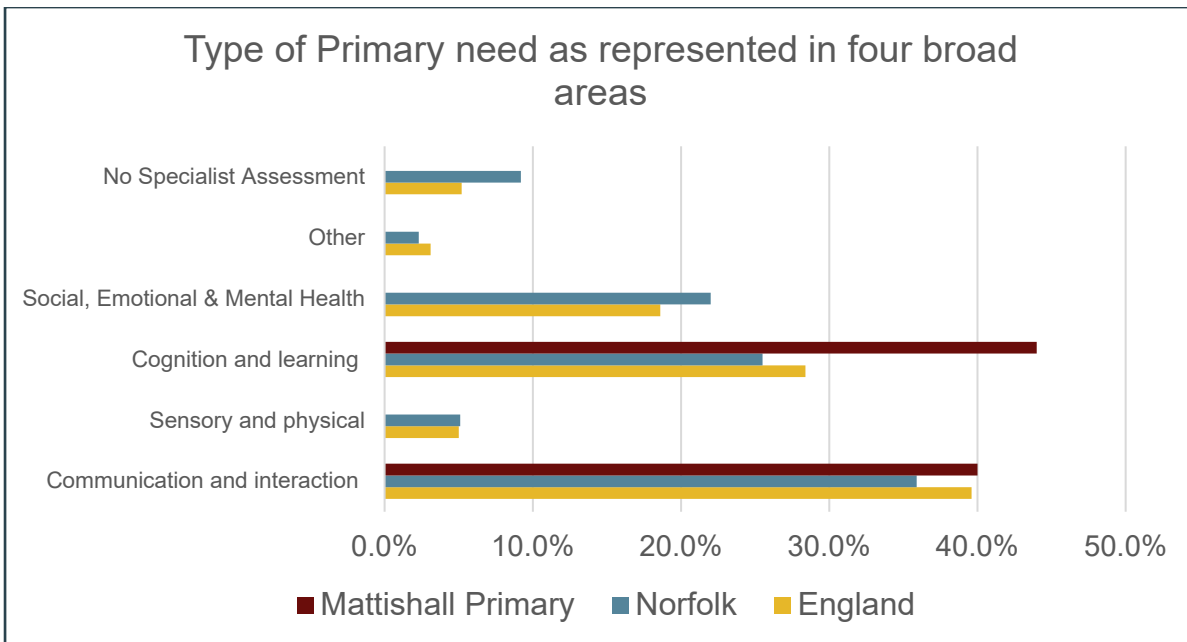
References in this policy to SEND and the support available for them are equally applicable in all cases where the progress, attainment or outcomes of EAL students is impacted by lack of fluency in English. Teachers will use the Solihull EAL Framework to help assess and track the progress of their receptive (how much they understand) and expressive (how much they can speak) English.

In November 23 **our SEND profile** showed that we had **25** children identified as having SEND.

187 pupils on roll	Number of children	Percentage of children	National percentage
Total pupils with SEN	25	14%	16%
Total pupils with EHCP	4	2.2%	2.5%



What that looks like in relation to the rest of Norfolk and the rest of England.



What we do to support learners with SEND at Mattishall Primary School

All children at Mattishall Primary receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. In some cases, further support is needed and evidence, including the views of the pupil, their parents, and intervention and progress data help us to decide how to meet the child's individual needs. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENDCO will request additional external assessment from expert agencies and professionals to inform the future provision.

At Mattishall Primary School additional support, (often called 'intervention') will be tailored to meet the child's needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant (TA). The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

In Early years, children who are identified as potentially requiring SEND support are closely monitored and the Reception teacher and SENDCo will meet with parents/ carers to share their concerns. If required, a pupil may have a 'Behaviour Plan' created

to help monitor behaviour and to set out clear instructions on how to manage the behaviour for all support staff to follow. This will then be used to inform a Pupil passport if the behaviour doesn't improve over 3 cycles within reception.

For pupils in KS1 and 2 that require monitoring but are not receiving a high enough support to warrant a pupil passport and being included on the SEND register, teachers may use an 'Interim Support Plan'. This acts to record any concerns a teacher, SENDCo or parent may have about a pupil and will detail any steps that have been taken to monitor the barrier to learning. It may also include details that adults have used to support the pupil. This is seen as a working document and may be shared with parents.

The class teacher / SENDCo may reach out to the school nurse if the issue involves sight or hearing, or make a referral to SALT if there are difficulties with speech and language.

In Key Stage 1, the maths and literacy interventions are planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with teaching assistants and are regularly assessed to ensure that they remain specific and focused.

We stream children in our phonics programme, Read, Write, Inc to ensure all children have a good understanding of phonics whatever age they are.

In Key Stage 2, all children are assessed for their phonics knowledge and are streamed to be included in Read, Write, Inc sessions if necessary. All other children receive Reading For Understanding which focuses on comprehension. In maths, TAs deliver Precision teaching, Numicon sessions, Plus 1, Power of 2, as well as, additional maths to fill gaps in learning.

We have an ELKLAN and NELI trained TA who delivers Speech and Language interventions as well as Talk Boost sessions for children for whom communication is a barrier.

Emotional and mental health support is provided by Mrs Ludman, an ELSA trained teaching assistant, who offers therapeutic support on a weekly basis, once agreement has been given by parents. We also offer an intervention called Drawing and Talking for children with emotional needs. Lego Therapy may also be considered.

Physical and sensory needs are supported through the use of different equipment including: coloured paper/overlays, writing slopes or pencil grips. We also use a range of sensory equipment to develop coordination skills. We offer the Sensory circuits

with Mr Staines as an intervention for those needing extra support in gross motor control.

While the majority of learners with SEND will have their needs met in the ways described above, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan .

How do we ensure children with SEND are included in daily school life and activities?

- High quality first teaching
- SEND focus group allows pupils with SEND have their voice in how they receive support and how the school represents them.
- Use of learning resources (time tables, equipment, sensory items etc.) including specialist equipment where appropriate
- Adapting activities at, for example, sports day to ensure all children can access the event
- Deployment of support staff
- A conscientious whole-school approach to the inclusion of children with SEND
- A dedicated intervention space

What provision is available at Mattishall Primary School for children with SEND?

Universal Offer - quality first teaching for all pupils	Targeted Offer - for pupils at SEN support stage	Complex Offer - for all pupils with an ECHP
Literacy		
High quality teaching including differentiated and multi-sensory activities	Read, Write, Inc (RWI) https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/	As universal and targeted support + Extra TA support - 1:1 where necessary.

<p>Targeted small group support - phonics</p> <p>Guided reading built into the class timetable</p> <p>School library with fiction, non-fiction and reference books.</p> <p>Trips to the theatre planned throughout the key stages.</p> <p>Precision teaching 1:1 or in a small group to edit and redraft written work; discuss spelling and grammar.</p> <p>Read, Write, Inc</p> <p>https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/</p> <p>Reading For Understanding</p>	<p>Additional 1:1 reading.</p> <p>Reading For Understanding (RFU)</p> <p>Precision Teaching: in a small group to edit and redraft written work; discuss spelling and grammar.</p> <p>Use of screens and assessments to help define the issue such as Salford reading test, IDL assessment or GL assessment.</p>	<p>Seek help from external agencies such as; School to School (S2S), Educational psychology and specialist support (EPSS), Dyslexia outreach centre</p> <p>Access through Technology (ATT) for resources as necessary eg. Lap top, Ipad apps etc</p>
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Numeracy


<p>High quality teaching including differentiated and multi- sensory activities.</p> <p>Target small group support in class.</p> <p>Provision of table-top, multi sensory resources (manipulatives such as numicon) to ensure that learning is multi-sensory and practical.</p> <p>Precision teaching 1:1 or in a small group to edit and redraft equations, maths concepts.</p>	<p>Maths intervention sessions -</p> <p>Numicon - https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/</p> <p>Power of 2 https://www.123learning.co.uk/assets/files/Evidence%20Paper%202020%20123%20Learning.pdf</p> <p>Plus 1. https://www.123learning.co.uk/plus-1-book</p>	<p>Extra TA support, 1:1 where necessary.</p> <p>Adapting and personalising the curriculum for the individual.</p> <p>Seek help from external agencies such as; School to School (S2S), Educational psychology support service (EPSS)</p>
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	Use of dyscalculia screen or Numicon assessment to help determine the issue and pinpoint gaps in learning	Access through Technology (ATT) for resources as necessary eg. Laptop, Ipad apps etc
Behaviour, Emotional and Social Needs		
<p>Consistent school wide implementation of the school's behaviour policy.</p> <p>A nurturing ethos across the school</p> <p>Circle Time and assemblies</p> <p>Open door policy for parents.</p> <p>Use of fiddle toys to help with attention such as a wobble cushion, elastic bands for chair legs or manipulatives.</p>	<p>Referral to emotional therapist in school - weekly sessions as appropriate. ELSA https://www.elsanetwork.org/</p> <p>Social stories. https://carolgraysocialstories.com/social-stories/what-is-it/</p> <p>Time out zones for calming down.</p> <p>Behaviour plans.</p> <p>Lego therapy https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/</p>	<p>As universal and targeted plus:</p> <p>1:1 support for children with specific needs where appropriate.</p> <p>Seek help from outside agencies such as; Point 1 and CAMHS, School to School (S2S), Supporting Smiles, the Inclusion Team, Educational psychology and specialist support (EPSS)</p>
Medical Needs		
<p>Staff trained in first aid including two paediatric first aid trained TAs.</p> <p>Administration of prescribed medicine.</p>	<p>Liaison with medical professionals for children with ongoing medical treatment.</p> <p>Specific equipment</p>	<p>As universal and targeted plus:</p> <p>Individual protocols for children with</p>

<p>Care plan detailing the child's condition and required medication displayed in the staffroom.</p>		<p>significant medical needs.</p> <p>Seek support from Occupational Therapy and Physio from the N&N to provide specific training such as moving and handling</p> <p>Support from ATT, Virtual school for Sensory Support (VSSS), EPSS, School 2 School and the Inclusion Team.</p>
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Sensory Needs

<p>Access to multi-sensory experiences and equipment</p> <p>Sensory toys</p> <p>Sloping writing desks/pencil grips</p> <p>Visual timetables</p> <p>Chew toys</p> <p>Fine and Gross motor skills intervention groups/ Sensory circuits.</p> <p>Wobble cushion, chair bands.</p>	<p>Behaviour plan written to include details on how to help calm areas of the classroom or access to a quiet area.</p> <p>Sensory circuits intervention .</p> <p>Sensory friendly environment.</p> <p>Access to different areas to eat.</p> <p>Provide individual lunches.</p>	<p>As universal and targeted plus:</p> <p>1:1 support for children with specific needs where appropriate.</p> <p>Seek help from outside agencies such as; School to School (S2S), Educational psychology and specialist support (EPSS)</p> <p>Access through Technology for resources as</p>
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		<p>necessary eg. Lap top</p>
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Speech and Language Needs

<p>Modelling of high quality and appropriate language by all staff</p> <p>Opportunities to engage in speech and language in a variety of activities and situations throughout everyday</p>	<p>Elklan https://www.elklan.co.uk/AboutUs/ trained TA assess children’s language and deliver initial speech and language interventions. Will refer to SALT if this is unsuccessful.</p> <p>NELI (https://www.elklan.co.uk/NELI/) trained TA and teachers to assess children’s early language and speech. Will refer to SALT if necessary.</p> <p>Assessment by and intervention from a speech and language therapist on referral. https://www.justonenorfolk.nhs.uk/salt</p> <p>Talk Boost https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf) intervention - to develop language and communication skills.</p>	<p>As universal and targeted plus:</p> <p>1:1 support for children with specific needs where appropriate.</p> <p>Seek help from external agencies such as; School to School (S2S), Educational psychology and specialist support (EPSS).</p> <p>Referral to Speech and language team SALT.</p>
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Assessing SEND at Mattishall Primary

At Mattishall Primary School we use an Assess, Plan, Do, Review approach.

Individual Child / Young Person 'Assess, Plan, Do, Review'

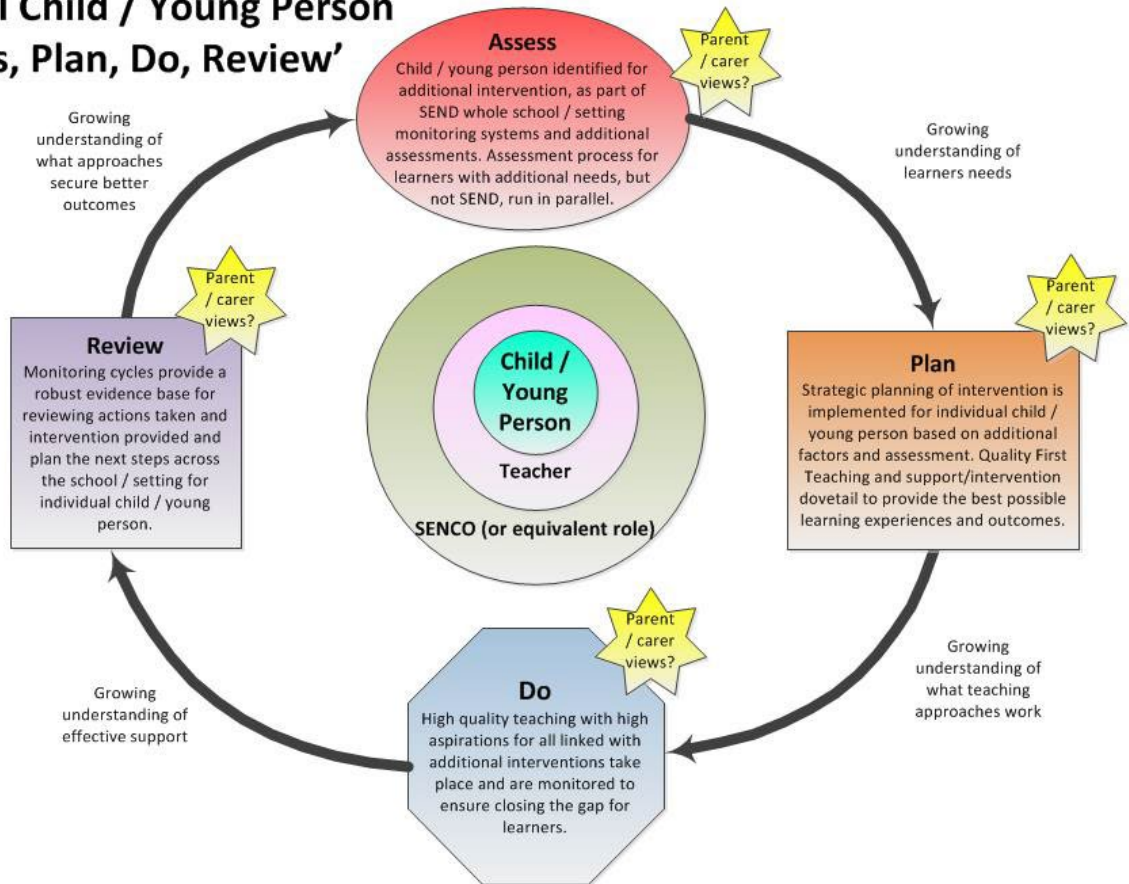


Image created by West Sussex County Council 2023. <http://schools.local-offer.org/send-toolkit/send/assess-plan-do-review/assess-plan-do-review-overview/>

Assessments we may use are:

- Hertfordshire reading assessment
- IDL dyslexia screen
- IDL dyscalculia screen
- GL assessment; dyslexia profile
- BPVSII (British Vocabulary Scale)
- Phonological screening assessment
- WellComme screen
- Numicon screen
- Coventry Grid
- Non-verbal reasoning

The needs of the child will be reviewed, at least once a term, and new outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress and added to the pupil passport.

The SENDCO is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an EHCP, it is the responsibility of the local authority to ensure this is reviewed at least every 12 months. This is likely to take place at school with the Head, SENDCO and the parents.

Every child requiring SEND support will be recorded, by the school, on the Norfolk County Council INDES (Individual needs descriptor in Educational Settings) framework which breaks the broad areas of SEND into seven specific sections which describe need. The framework is to provide the local authority with information on which areas of need are within Norfolk and to help them to target their support more effectively. If a school feels that they require specific support from the local authority, for example; funding, then this is accessed via the INDES.

How do we involve children with SEND in our processes?

We aim to provide all children, regardless of SEND, with regular feedback regarding their next steps in core lessons. Children who have additional needs have, via their pupil passports, targets which are shared, discussed and worked upon with those members of staff who are providing the additional support. Where appropriate, children will be able to set their own next steps and suggest their own ways of supporting themselves within their pupil passport.

We want to hear the views of our pupils with SEND, and as part of our transition process, the SENDCo meets with the year 6 children on the SEND register in July to ask for their opinions on their support whilst at Mattishall Primary school.

A short questionnaire is also sent to the children on the SEND register in the summer term to gain an understanding into their thoughts on the support we provide. You may see this survey at <https://www.surveymonkey.co.uk/r/YJ2SSKM>

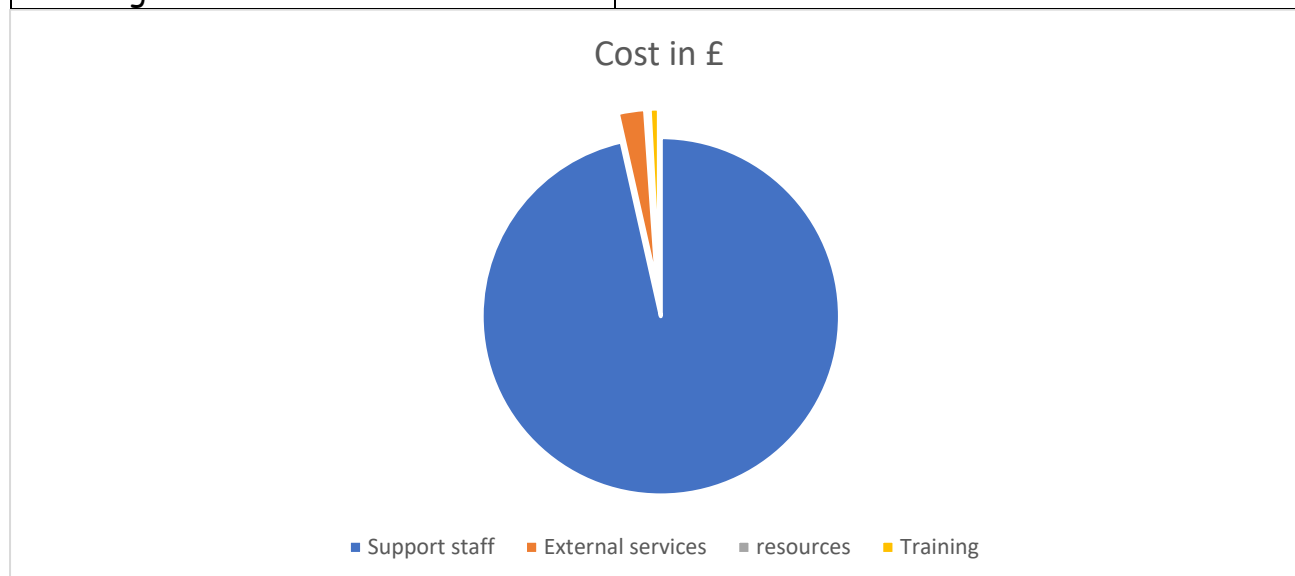
Funding for SEND

Children are funded through their basic per pupil entitlement. Some children require additional support above this and Mattishall Primary will initially meet this support, where possible, through the school budget.

If additional funding is needed, for example where a child may need to be supported by an additional adult or where specialist equipment is needed, element 3 funding can be applied for directly to Norfolk County Council through the INDES.

How we used our SEND budget 2022-23:

Type of Provision	Cost in £
Support staff	51.384
External services	1.300
resources	144
Training	434



How do we find out if this support is effective?

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child - and set a target outcome. Regular reviews will take place, these may include reassessing with the aforementioned assessments. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions.

Where the progress is not in line with the desired amount, the support and interventions which are in place are reassessed and new actions will be planned as necessary.

Transition to High School

We work closely with the SEND department at the Dereham high schools to ensure smooth transition. We discuss all children who have had additional support or who we think might need help to settle into their chosen high schools with their respective SENDCOs. All paperwork is transferred to the high school and signed for on leaving Mattishall and on entry to the High school.

Transition activities can include:

- class or group trips to take part in organised activities
- small group (such as those on the SEND register) organised activities
- individual tours of the school (this can be during or after school hours)
- individual opportunities to speak with the SENDCO.

Joining Mattishall Primary

We can organise additional visits to the school, classroom environment, building up over time with support from parents / carers and teaching staff. We can create a 'talking' booklet or photo booklets of the new environment, teachers and social stories. We can visit your child in their previous setting, nursery, school or even home - where they feel safe. We can send videos of the class and the staff can introduce themselves.

Parents will be asked to fill in a 'New Child Questionnaire' so that we can find out any areas of strength or difficulty that your child may already experience.

Transition in school

We make sure that information about your child is shared with the new teaching team. If your child would be helped by a personalised plan for moving to another year group, we will put this in place. We can arrange additional visits to the new classroom and to meet the new teacher. We can arrange an informal meetings for you as parents / carers to meet the new teaching team. The children get the opportunity to spend time in their new class and new teacher at the end of the academic term (this is usually the last 2-3 days).

If a child requires additional support with transition above and beyond what we and the high school are offering, we will reach out to the Schools and Community Team who will provide additional support.

Have your say

Our school is here for our children and their families. This SEND report sets out our offer to children with SEND and it will be reviewed annually.

If you have any comments about this document please contact the SENDCO or Head teacher to discuss. We appreciate your views.

Useful links



- The Norfolk Local Offer is available at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Sign up for the newsletter [SEND newsletters - Norfolk County Council](#)

CODE OF PRACTICE



- The Special Educational Needs and Disability Code of Practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



- Norfolk SEND Partnership (SENDIAS) offers independent information, advice and support to children and young people and their parents about Special Educational Needs and Disabilities. You can access their website

here: <http://www.norfolkSENDpartnershiass.org.uk/>

Email: norfolksendiass@norfolk.gov.uk

Phone (24-hour answer machine) 01603 704070



- Family Voice Norfolk is the parent carer forum for Norfolk. They work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families. You can access their website here: <https://www.familyvoice.org.uk/>



- Just One Number is the single point of access for all Norfolk Healthy Child Programme services. Find out more about the care they can offer for you and your child from age 0-19 [here](https://www.justonenorfolk.nhs.uk/our-services/just-one-number-and-parentline). <https://www.justonenorfolk.nhs.uk/our-services/just-one-number-and-parentline>

Pregnancy Childhood illnesses Staying Safe Child Development & Additional Needs Healthy Lifestyles Emotional Health

Jargon Buster

<p>ADHD</p>	<p>Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.</p> <p>See Parent Information (padlet.com) or https://www.adhdfoundation.org.uk/ for more information</p>
<p>ASD</p>	<p>Autistic Spectrum Disorder</p>

ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

- Further information can be found at:
<http://www.autism.org.uk/about-autism> or
<https://www.autismeducationtrust.org.uk/parents>

- Local organisations offering information, advice and support for children and young

people with ASD and their families include: <https://www.autism-anglia.org.uk/norfolk-support>

ATT	<p>Access Through Technology</p> <p>https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/access-through-technology-att</p>
CBT	Cognitive Behaviour Therapy

Code of Practice (SEND)	The statutory guide to schools and Local Authorities (LAs) about the duties, policies and procedures they must follow for children with Special Educational Needs and Disabilities (SEND).
Cognition and Learning	Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations.
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
DLD	Developmental language disorder A life long disability, not just a delay, in spoken and/or understanding language in their first language.
Dyscalculia	Dyscalculia affects the ability to acquire arithmetical skills. Sufferers may have difficulty understanding simple number concepts and often have problems learning number facts and procedures. Further information can be found at: https://www.dyslexia.uk.net/specific-learning-difficulties/dyscalculia/
Dysgraphia	People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from: • Visual-spatial difficulties: trouble processing what the eye sees

	<ul style="list-style-type: none"> • Language processing difficulty: trouble processing and making sense of what the ear hears. <p>Further information can be found at: http://dysgraphia.org.uk</p>
Dyslexia	<p>A learning difficulty of which the chief manifestation is a particular difficulty with reading and spelling. For more information, please visit the British Dyslexia Association https://www.bdadyslexia.org.uk/</p>
Dyspraxia	<p>Dyspraxia is generally recognised as an impairment or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought. Find more information at: https://dyspraxiafoundation.org.uk/what_is_dyspraxia/dyspraxia-at-a-glance/</p>
EAL	<p>English as additional language. This includes children who are bilingual. Children who are considered EAL are placed on the SEND register. Whilst Research tells us that maintaining at least 2 languages is an advantage for later academic achievement it can take EAL children longer to acquire some skills in earlier life.</p> <p>https://www.schools.norfolk.gov.uk/pupil-needs/english-as-an-additional-language</p>
EHCP	<p>An Education, Health and Care Plan (EHCP) is a legal document which sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care. Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP. Find out more at: https://educationadvocacy.co.uk/</p>
Pupil Passport	<p>Drawn up by teachers. It sets targets for a child to achieve and a date for a review of progress.</p>
Inclusion	<p>The process by which schools, Local Education authorities and others develop their cultures, policies and practices to include and</p>

	provide for ALL students' needs - no matter what their background or ability.
MLD	<p>Moderate Learning Difficulties</p> <p>Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>
SALT	<p>Speech and language therapy</p> <p>https://www.justonenorfolk.nhs.uk/speech-language/</p>
SEN	<p>Special Educational Needs</p> <p>Learning difficulties, talents or other needs, for which a child requires extra help.</p>
SEND	Special Educational Needs and Disabilities
SENDCO	<p>Special Educational and Disabilities Needs Co-ordinator</p> <p>The teacher in a school who is responsible for coordinating the extra help for children with Special Educational Needs.</p>
Sensory and/ or Physical Needs	<p>Children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These disabilities could include a:</p> <ul style="list-style-type: none"> • vision impairment • hearing impairment

	<ul style="list-style-type: none"> • physical difficulty • Sensory processing difficulty <p>Support may be provided by Virtual School for Sensory Support: https://www.norfolk.gov.uk/education-and-learning/schools/virtual-school-sensory-support</p>
SLCN	<p>Speech, language and communication need</p> <p>Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.</p> <p>For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p> <p>The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short-term difficulties.</p>
SLD	<p>Severe learning difficulties</p> <p>Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help,</p>

	<p>independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.</p>
<p>Social, Emotional and Mental Health Difficulties</p>	<p>Social, Emotional, Mental Health Difficulties. Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. For further information see: https://semh.co.uk/</p> <p>Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people. Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.</p> <p>Some of the aspects of difficulty included in this area are:</p> <p>Adjustment disorder</p> <p>Anxiety disorder https://www.annafreud.org/</p> <p>Obsessive Compulsive disorder</p> <p>ADHD</p>
<p>Sp.L.D.</p>	<p>A child has a Specific Learning Difficulty if s/he has an identified problem with one or more areas of the curriculum, usually reading, writing, spelling and/or number work. This includes Dyslexia, Dyspraxia and Dyscalculia.</p>

SRB	<p>Specialist Resource Base The SRB extracts some students from lessons to give them support as individuals or in small groups.</p> <p>For a full list of Norfolk SRB's see: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/schools/specialist-resource-bases-srbs</p>