



SEND Information Report
Dereham Church of England Junior Academy
September 2025-July 2026

Part of the Norfolk Local Offer for Learners with SEND

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Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

This Special Educational Needs and Disabilities (SEND) information report is designed to help parents have a greater understanding of Dereham Junior Academy's approach to pupils with SEND. At Dereham Church of England Junior Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENCO - Kelly Carter



(SEN National Award gained in 2012)

Headteacher - Kelly Scott



Chair of Governors – Grant King

SEND Governor- Gemma Starling

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions, which can be found on the Norfolk County Council web site: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support>

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Kelly Carter our SENCO on 01362 693876.

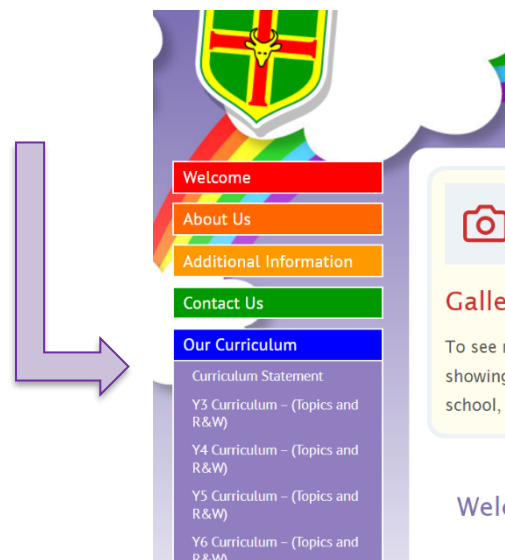


Our Approach to Teaching Learners with SEND

At Dereham Church of England Junior Academy we ensure all pupils have full access to a broad curriculum. We want all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

'Inclusion resonates throughout the school'- OFSTED June 24

We value high quality teaching for all learners and actively monitor teaching and learning in the school. You can see information about our curriculum by looking on our website under 'Our Curriculum' or click on the image below:



We aim to create a learning environment which is flexible enough to meet the needs of all learners in our school community. We monitor the progress of all learners and staff continually assess ensuring that learning is taking place and embedding into long term memory. We ensure all children learn more and remember more and that they make progress from their starting points. We use checking for understanding as an integral part of lessons and use formative and summative assessments to inform teaching and ensure next steps are planned for. Staff also meet with senior leaders for pupil progress meetings after each formal assessment cycle.

At Dereham Church of England Junior Academy, we value:

Learning for all.



Initial concerns

We are proud of our universal offer and the provision available for all of our pupils. If a concern is raised by a parent or class teacher regarding a child's emerging SEND needs, the SENCo will complete 4 steps as part of the monitoring process:

1. Gain further information via teacher & parent questionnaires
2. Complete an informal observation of the child
3. Discuss the child's presentation with class teacher/ support staff
4. Speak with the child and record their 'voice'.

Relevant strategies outlined as part of our universal offer (see outline below) will be suggested and this will be documented onto a monitoring support plan and shared with the child/ parent and school staff.

DJ UNIVERSAL SUPPORT MENU 25-26



Compassion	Control	Co-ordination
- Planned group activities & modelling of allocated roles - Use of 'buddies' - Encourage use of open classroom at lunchtimes - Recognition of successes through verbal praise, visual cues and concrete rewards - Refer explicitly to school rules - Visual timetable for daily routines - Pastoral check ins using counter system - Zones of regulation - Meet and greet with key adult at the start of day - Mental Health Support Team referral	- Use zones of regulation as a shared language of emotions - Meet and greet with key adult at the start of day - Provide mindfulness activities/ reset time (brainstem calmers/ deep breathing) - Allocate a break out space that can be used for time out - Refer explicitly to school rules and reinforce with visuals/ praise - Visual timetable for daily routines - Attend breakfast club at start of day - Use of STEP's scripts and restorative approach	- Consider alternatives to written recording e.g. voice recorder/ typing/ colourful semantics etc. - Adjust sensory environment e.g. desk layout, display boards and lighting - Encourage short movement breaks, including tactical toilet trips and drinking time - Allow child to stand if comfortable to complete work - Provide sensory tools e.g. wobble cushion/ movement wedge/ writing slope/ pencil grips - Make use of sensory tools impact overview and check effectiveness continually - Access to ear defenders & sensory focus tools
Communication- expressive vocabulary	Communication- receptive language	Communication- social interaction
- Use of communication board/ visual aids - Pre-teaching of key words - Share reading masters text the week before to familiarise - Provide word mats/ knowledge organisers and key terms - Dual coding and use of talking mats - Adapt work to include Widgeo symbols - Use of non-verbal cues such as cards/ cups/ pegs	- Use concise language & be mindful of ambiguity 'Chunk' instructions and information - Reinforce with visual aids - Check for understanding before starting a task- ask child to share verbally what they need to do - Provide examples and step by step instructions/ tick lists - Provide additional 'take up' time (minimum of 10 seconds)	- Model 'my turn, your turn' structure and expectation - Planned group activities & support within an allocated role - Provide scripts and key phrases to use for common situations - Social stories and comic strip conversations as part of restorative approach.
Creativity	Cognition	Curriculum
- Access to ear defenders & sensory focus tools - Careful seating arrangement e.g. near adult on carpet - Explicit guidelines and expectations - Whole class sensory circuits/ movement breaks - Name used as cue & heads up when response is expected - Reinforce growth mindset/ marvellous mistakes and	- Provide additional take up time (minimum of 10 seconds) - Use first and then structure to chunk instructions - Reinforce learning through visuals and modelled demonstrations - Play memory games such as 'I packed my suitcase' - Provide an individual visual timetable/ task planner	- Make explicit links to prior learning - Adapt tasks by scaffolding - Provide visual prompts - Model examples and show WAGOLLS - Ensure materials are accessible to all - Make use of dyslexia friendly approaches such as off white paper, consistent font size and type

A review meeting, either in person or via telephone will be held after 6-8 weeks. If the child is responding well to this support, the support will continue at this universal level.

However, if it is felt that the child requires additional support or provision that is different from what is currently in place, the decision to place that child upon the SEND record may be made.



How we identify SEND

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

"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 them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions."**

If a learner is identified as having SEND in our school, they will be placed upon our **SEND record.**

What is the SEND record?

This is a list of all the children at our school who have Special Educational Needs (SEN) and/or disability. These children are monitored carefully to make sure they are receiving relevant and effective provision that is additional to current whole class support.

Why might my child be on the SEND record?

Any child on the SEND record have been identified as having additional needs; this could be due to difficulties in a particular area and/or sustained barriers to learning. A child is identified as having additional needs following discussions with class teacher, frequent observations of the child, tracking of assessments and a review of the impact of current support strategies.

What does this mean for my child?

If your child is placed on the SEND record, they will start to receive help that is different from or additional to whole class provision. Staff at the school will work together to make sure support is in place for your child that meets their individual needs and enables them to access learning at an appropriate level. Your child will be part of a cycle known as 'Assess, Plan, Do, Review'. This means they will be provided with a Support Plan. This plan outlines your child's strengths and difficulties, as well as providing individual targets and linked strategies or interventions. These are reviewed termly and adjusted accordingly. An example can be seen on the next page.

If needed, additional support from other agencies and professionals will be sought. You will always be notified before this takes place.



Here is an example of a pupil's support plan:

2025-26

My Support Plan:

XXX

SEN K



What people appreciate about me (my strengths):

I am good at sports (Curriculum - PE and Sports)

I am good at drawing (Creativity - Making things)

I am good using technology (Curriculum - Computing)

What is important to me:

My friends XXXX

My family

Playing at the park

My Targets:

1. I can identify the first and next step that I need to take in order to successfully complete 4 out of 5 tasks.

This links to the following 7C: Cognition - Working memory

At the moment, I think I'm:

1

2

3

4

5

My teacher thinks I'm:

1

2

3

4

5

Strategies to support me with this:

- Broken down verbal instructions with visual prompts
- Staff to ask me to tell them my first step
- Use of a task planner/ first and next board

2. 80% of the time, I can begin my 'starter' tasks in English and Maths within 5 minutes and attempt at least two questions I am not sure of.

This links to the following 7C: Control - Independence/Resilience

At the moment, I think I'm:

1

2

3

4

5

My teacher thinks I'm:

1

2

3

4

5

Strategies to support me with this:

- An adult will provide me with a checklist of my expected outcomes (e.g. in 10 minutes, I need to complete 2 maths games and 6 questions on the worksheet).
- Starter tasks will link to a learning programme that recall key facts e.g. 1 minute Maths/Rapid recall/spelling shed/ numbots/SNIP spelling programme/ RWI

1 = I can't do this at all yet even with support

2 = I am beginning to do this with help

3 = I am able to do this some of the time with help if needed

4 = I can usually do this but may need some reminders

5 = I can do this confidently without any reminders

Our Support Plan targets link to the 7Cs. More information about this can be found on our website: <https://www.derehamjunior.dneat.org/inclusion-sen-special-educational-needs-d-disabilities/the-7cs-what-are-they/>



Will my child always be on the SEND record?

This depends on the individual child. As part of the 'Assess, Plan, Do, Review' cycle your child will be monitored carefully. A decision on whether they remain on the record is made following consideration of a number of factors, such as:

- Level of support (whether they continue to require provision that is additional to or different from that available for the whole class)
- Academic progress
- Engagement in learning

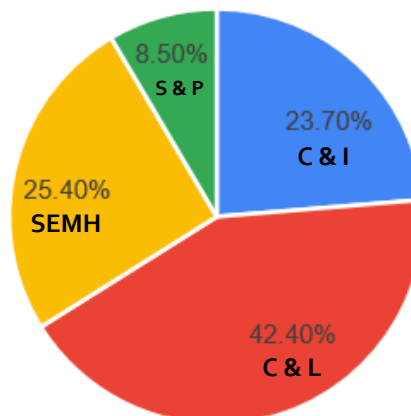
Your child will not be removed from the SEND record without first discussing this with you.

Our SEND profile for the start of 2025-26 shows that we have 74 children identified on our SEND record:

59 pupils are receiving SEN support (16%)

15 have an Education, Health and Care Plan (4.1%)

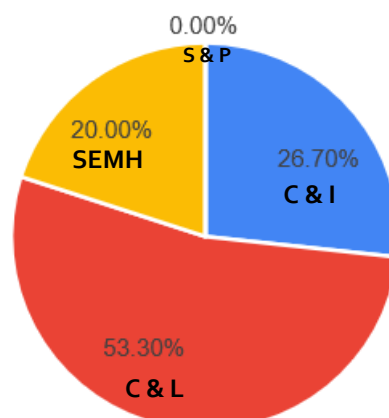
% of SEN Support



This data relates to a pupil's identified Primary need- they may have secondary needs in addition.

C & I = Communication & Interaction
C & L = Cognition & Learning
SEMH= Social, emotional & Mental health
S & P = Sensory and/or physical

% of EHCP



This data relates to a pupil's identified Primary need- they may have secondary needs in addition.



Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Dereham Church of England Junior Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within the school which our SENCo, Kelly Carter, and other staff members administer.

Identified pupils across the school complete baseline assessments in September. These assessments include reading (Salford and/or PiXL reading speed), maths (number stacks) and Language skills (Language link). Our Year 3 pupils are also assessed in September for their phonic knowledge (Read, write, Inc). This identifies very early on the children who would benefit from Literacy interventions. Any child who scores lower than their chronological age is re-tested in January. This also happens again in June. This means that we are able to track progress over time to see if the gap is closing and whether interventions are having the impact they should.

'Leaders meticulously check how well pupils with SEND are learning. They quickly refine support in response to these checks'- OFSTED June 24

Where there is limited progress and concerns are raised around possible wider barriers to learning, pupils are assessed on their underlying abilities using the BPVS and Digit Span. This can help identify next steps such as adjustments that can take place in the classroom, interventions that need to take place and further assessments required such as dyslexia screening, Language assessment using Junior Language Link, phonological assessment and maths assessment.

If the barrier to learning is more of a social / emotional one, class teachers refer to either the lower or upper school pastoral support worker. They may undertake some work with the pupil offering a 6 week block of sessions. They may offer pastoral sessions with a focus around self-esteem, positive relationships or other identified areas.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services but many have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council also. These include:

- Educational Psychologist assessment and advice.
- S2S advice and outreach support
- SRB advice and outreach support and work
- Attendance Officers
- CAMHS (Child & Adolescent Mental Health Service)
- ATT, Access through technology services. (Profession or medical referral only)
- ASD specialist support assistant team.
- Medical needs Team
- Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)



What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we at Dereham Church of England Junior Academy are proud of our Teachers and their development. The Teacher standards can be found at <https://www.gov.uk/government/publications/teachers-standards>

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Here are some examples:



Individual work stations



Individualised emotional check ins



Specialist equipment such as wobble cushions, weighted pads & fidget tools

'Leaders provide staff with precise guidance on how to adapt the curriculum for pupils with SEND'- OFSTED June 24



Provision menus

Our **provision menu** describes in more detail the interventions, monitoring and actions that we undertake at Dereham Church of England Junior Academy to support learners with SEND across the year groups in each area of need. This includes red coloured links to the Norfolk Provision Expected at SEN Support (PEaSS) document. We modify the provision menu regularly, and it changes every year, as our learners and their needs change. Staff reference this menu regularly and update termly for individual learners.

Teachers will use various inclusive strategies to adapt access to the curriculum. They refer to the 'teacher tweaks' and 'resources' section of our provision menu to ensure quality teaching is on offer to all as part of our universal offer as well as catered more specifically for individual needs.

Staff at Dereham Junior have also accessed recent training on:

- Making Sense of Autism
- Dyslexia friendly approaches
- Working memory and cognitive load
- Speech and Language difficulties
- Executive functioning

We have planned training for Zones of Regulation and Sensory Circuits this year.

Our full provision menu for 2025-26 is available on our [website](#).

Please see a sample page below:

SEN AREA OF NEED	TEACHER TWEAKS			RESOURCES			INTERVENTIONS			KEEP MONITORING			EXTERNAL AGENCIES						
	Level 1: Universal entitlement/ High Quality teaching																		
	Level 2: Specific, additional and time-limited interventions																		
	Level 3: Targeted provision/ Highly tailored interventions																		
	Au	Sp	Su		Au	Sp	Su		Au	Sp	Su		Au	Sp	Su		Au	Sp	Su
Cognition and Learning	Differentiated curriculum planning through outcomes and activities				3.3.2-SRWIS 1 Use of alternative methods of recording as required, including technological devices such as laptops & voice memo				PIXI therapies TT Rockstars				One page profile targets INDES				3.3.2-SENCO 8 Scholix/Scholixi SENCO assessments		
	Chunked instructions				Coloured IWB screens				Number stacks programme				7Cs				3.3.2-SENCO 4 Educational Psychologist		
	Working walls/ modelling				Appropriate font & sizing				Number sense				Salford Reading assessment				3.3.2-SENCO 4 Advisory Learning Support Teacher		
	In class support from TAs				Reading windows				Plus 1 Maths				Use of NAPs tracker				3.3.2-SENCO 6 Learning and Cognition SRB outreach/ placement		
	3.3.2-SOP 6 Small guided group & pair work				3.3.2-GS 2 Writing frames				Nuricon				Single word spelling test				3.3.2-SENCO 7 Access Through technology		
	Clear & explicit objectives				Barrington Stoke dictionaries				3.3.2-SRWIS 5 Precision teaching				High frequency word screener				3.3.2-SENCO 6 Dyslexia outreach		
	Brain breaks								Booster groups in all year groups- Literacy/ Maths				Sandwell Numeracy assessment						
					3.3.2-GS 2 Talking Mats				Spelling shed				Maths anxiety checklist						
					3.3.2-SM 2 Visual aids				3.3.2-SRWIS 5 Small Read, Write Inc groups in Years 5 & 6				Observations						
					3.3.2-GS 2 Word mats				3.3.2-SRWIS 5 Fresh start RWI in Years 5 & 6				PIXI assessments						
					3.3.2-SOP 3 Task planners				3.3.2-SRWIS 5 SNIP/ HPIW spelling programme				Book look						
									3.3.2-SM 3 Pre-teach sessions of core skills				Pupil voice						
					Dyscalculia friendly tools/ use of concrete materials: - Dene blocks - number lines - multiplication grids				1:1 reading										
									Small group adapted Reading masters										
									Working memory small group activities										

Our provision menu is also shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

If you would like to read more about the Norfolk PEaSS document or SEN support expected from schools, visit this website:

<https://www.norfolk.gov.uk/article/52998/Introduction>



Funding for SEND

Dereham Church of England Junior Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an [SEND memorandum](#). The amount of funding we received for 2024-25 was £221,154.

How do we Find Out if this Support is Effective?

'Pupils with special educational needs and/or disabilities (SEND) achieve well' - OFSTED June 24

Monitoring progress is an integral part of teaching and leadership within Dereham Church of England Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review procedures take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Termly pupil progress meetings are held with class teachers to review and monitor identified pupils in more detail.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by the Academy Trust and Ofsted.

Pupil and parent voice is also important in determining outcomes and next steps. This is built into our OPP process as well as through parent surveys and meetings.

Parent/ Carer views:

I understand what support is in place for my child	1	2	3	4	5
I am happy with the progress my child is making	1	2	3	4	5

1 = Not at all/ 2 = A little/ 3 = A fair amount/ 4 = Yes/ 5 = Extremely

Comments:

I've seen a boost in [] confidence and she seems to have settled in really well at school now. I'm happy and proud of [] for showing everyone her ability, character and personality. Keep up the excellent work :)

How can I help at home?

Visit Just One Norfolk website for advice and guidance: https://www.justonenorfolk.nhs.uk/child-development	Listen to your child read as often as possible/ share stories together	Focus on victories and talk about what is going well	Give instructions/ requests one step at a time	Schedule time to complete homework together
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Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Dereham Church of England Junior Academy in 2025-26 we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at Dereham Church of England Junior Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link <https://www.gov.uk/equality-act-2010-guidance>

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class within the school, having a new teacher, or moving on to another setting, training provider or moving into employment. Dereham Church of England Junior Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting and a personalised transition plan created to highlight strategies that will be



implemented to support transition for all children with SEND. Transition to a secondary school of children with EHCPs will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Transition from the infant feeder schools also takes place in the summer term, with a clear transition schedule and the following strategies in place:

- Additional visits before September.
- Provided tours of key areas within the school.
- Photos of important places, such as new classrooms, cloakrooms and play areas.
- Photos of key adults in school and the chance to meet them
- Sharing of information about our school (e.g. timings of school day, uniform etc.) through a social story booklet.
- Extra meetings with new class teacher and teaching assistants for getting to know you activities and questions.

Pupil voice-

My Transition Plan:



My key 'transition' person is:

What I'm looking forward to about next year:

What I'm worried about:

My Transition Plan:



	WHEN?	WHO?
SENCo to make initial contact to discuss pupil in current setting. Identify any key focus/ targets to work on prior to transition.		
Ask current school to complete a 'Pupil voice' transition plan.		
Arrange a visit with parents for after school tour to look around key areas of new setting. - Toilets - Classroom - Cloakroom		
Arrange a visit with key adults from current setting and identified key adult (TA?) from new setting. Attend small group 'stay and play' session. Play a couple of games & take photos for social story?		
Ask current school to complete an 'all about me' sorting activity to share with new class teacher via online meeting!		
Q & A online chat with new class teacher.		
Attend 2 transition days in Summer term with existing classmates/ new cohort.		
Attend 2 summer school transfer days in September.		

Useful links

<https://www.norfolksendiass.org.uk/> 01603 704070

Providing free SEN advice and guidance for parents and young people

<https://www.derehamjunior.dneat.org/inclusion-sen-special-educational-needs-d-disabilities/>

<https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

SEN and Inclusion support line - 0333 313 7165 (open Mon-Fri 9am- 5pm)



Have your say

Dereham Church of England Junior Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEND. There are multiple opportunities to share your views throughout the year, including:

- Termly review meetings and parent evening slots
- Parent cafes and surgeries
- Questionnaires and surveys

We are extremely proud of the support we provide for our children with SEND and their families. Here are just some of the positive comments shared with us last year:

'I just wanted to pass on what an inclusive environment has been created for (child) in your school. I am very aware it is a highly bespoke provision you are providing for him and how hard your team have worked. It is clear how safe and happy he feels in school.' – School 2 school co-ordinator

'(Child) is being well supported through the use of visuals to support written work. He also spoke positively about being able to use a laptop to voice dictate compositions. There was an example in his book which highlighted very well what can be achieved using technology.' – Specialist Learning Support Teacher

'Your help, support and understanding has been invaluable to get the best help for my child. Thank you!' – Year 3 parent

'This is the best start to a school year that (child) has ever had! I'm so grateful to all of the staff for their support and hard work to meet her needs.' – Year 6 parent

'I like to learn. My focus tool and work station help me best.' – Year 4 pupil

'A highly inclusive community' – OFSTED

Reviewed: September 2025

Next review: September 2026



SEN GLOSSARY

CHILD RELATED- Terms linked to the child's needs and difficulties



Abbreviation	What is it?	What does it mean?
ADD	Attention Deficit Disorder	Identified need which affects concentration and the ability to focus.
ADHD	Attention Deficit Hyperactivity Disorder	A medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.
ASD	Autism Spectrum Disorder	A lifelong developmental disorder. It affects how a person communicates with and relates to the people around them.
HI	Hearing Impairment	A degree of hearing loss.
MLD	Moderate Learning Difficulties	Describes a general level of academic attainment that is significantly below that of other children of the same age. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills
MSI	Multi-sensory Impairment	Pupils with multi-sensory impairment have a combination of visual and hearing difficulties.
PD	Physical Disability	Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.
PDA	Pathological Demand Avoidance	A condition characterised by an overwhelming need to avoid or resist demands
PMLD	Profound & Multiple Learning Difficulties	Pupils with PMLD have very complex learning needs. Among pupils with PMLD are those learning at the earliest levels of development and who have physical disabilities, sensory impairment or a severe medical condition. Pupils with PMLD need a high level of adult support both for their learning needs and for their personal care.
SEMH	Social, Emotional and Mental Health	Social, mental and emotional difficulties, usually resulting in behaviour difficulties that present a barrier to learning and participation.
SEN	Special Educational Needs	Children have special educational needs if they have learning difficulties that requires extra or different help
SLCN	Speech, Language and Communication Needs	A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially.
SLD	Severe Learning Difficulties	Pupils with SLD have significant intellectual or cognitive impairments. This will have an impact on their ability to participate in the school curriculum without support.
SpLD	Specific Learning Difficulty	General learning abilities in the average range but difficulties in one or more particular areas of learning e.g. dyslexia
VI	Visual Impairment	Partial or complete loss of sight.



SEN GLOSSARY

ADULT RELATED- Terms linked to the people who work with the child

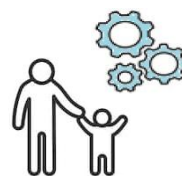


Abbreviation	What is it?	What does it mean?
CAMHS	Child and Adolescent Mental Health Services	Provides multidisciplinary mental health services to children and young people with mental health problems and disorders
ELSA	Emotional Literacy Support Assistant	Provides specialist and additional emotional and pastoral support to pupils
EP	Educational Psychologist	Support schools & the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
EPSS	Education Psychology Support Service	A multi-disciplinary service working with children and young people from birth to 25, who are experiencing a range of challenges
EWO	Education Welfare Officer	Employed by the LA to make sure that children are getting the education they need. They deal with school attendance
HLTA	Higher Level Teaching Assistant	An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.
LA	Local Authority	The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health & Care Plans
LSA/ TA	Learning Support Assistant/ Teaching assistant	Non-teaching support staff who work with children with special educational needs in the classroom.
OT	Occupational Therapist	Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.
PRU	Pupil Referral Unit	A type of school that caters for children who aren't able to attend a mainstream school.
PT	Physiotherapist	A physiotherapist is concerned with the gross motor skills and mobility of a child.
SALT	Speech and Language Therapist	Assesses children's speech, language and communication needs
SENDCo	Special Educational Needs & Disabilities Co-ordinator	The SENCO is the person responsible for co-ordinating the provision for all children with special educational needs within a school.
SRB	Specialist Resource Base	Specialist service for learners with a high level of special educational needs who are educated in mainstream schools.
ToD	Teacher of the Deaf	Teachers of the Deaf work for local education authority advisory and support services for deaf pupils.
VSSS	Virtual Sensory Support Service	Service to support children and young people with a sensory loss from the age of 0-19 years, including those in post-16 education



SEN GLOSSARY

PROCESS RELATED- Terms linked to SEN Paperwork/ systems



Abbreviation	What is it?	What does it mean?
APDR	Assess, Plan, Do, Review (the 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.
AR	Annual Review	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in early years.
BSP	Behaviour support plan	A school-based document which is prepared to help support a pupil with behavioural difficulties.
CCG	Clinical Commissioning Groups	Clinically led groups that include all the GP groups in an area. The aim of CCGs is to give enable GPs to influence commissioning decisions for their patients.
CFA	Children & Families Act	The Act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs.
CoP	Code of Practice	A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities.
DfE	Department for Education	Central government department responsible for education.
DSL	Designated Safeguarding Lead	Person appointed to take lead responsibility for child protection issues in school.
EHCP	Education, Health and Care Plan	A legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement.
IEP	Individual Education Plan	Designed to set out a child's learning targets and the strategies being used to meet a child's identified special educational needs.
IPM	Individual Provision Map	A way of documenting the range of support available to each pupil with SEN within a school.
IPP	Individual Pupil Profile	A document which contains a series of observations and assessments on a child's strengths, weaknesses, and special education needs
LO	Local Offer	Intended to provide information about provision it expects to be available to children with SEN and disabilities in their area both in and outside of a school.
PB	Personal Budget	All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.
PECS	Picture Exchange Communication System	form of alternative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it
RA	Risk Assessment	A document for assessing and managing foreseeable risks for children who present with challenging behaviours.
SMART	Specific, Measurable, Achievable, Realistic, Timely targets.	Criteria used to help provide a guide when setting objectives and refining goals.
SDQ	Strength and Difficulties Questionnaire	A brief behavioural screening questionnaire about 3-16 year olds.



SEN GLOSSARY

NORFOLK RELATED- Terms used by the Norfolk Local Authority



Abbreviation	What is it?	What does it mean?
INDES	Identification of Needs Descriptors in Educational Setting	A framework system to score individual needs against 7 areas of need- the higher the score, the greater the need for a child in that area. Funding for an individual can be allocated based on these levels.
IPSEF	Inclusion and Provision Self-Evaluation Framework	A framework that settings can use to evaluate their provision to support inclusive practice and to demonstrate their compliance against the Ofsted framework, legal requirements, and Norfolk County Council's PEaSS.
PEaSS	Provision Expected at SEN Support	A document outlining Norfolk's expectations of the provision mainstream schools should offer all children at SEN support level.
GPM	Graduated Provision Map	A spreadsheet to show how an SEN budget is being used by a school. This is set out using the graduated approach to show spending at universal, targeted and enhanced levels.