

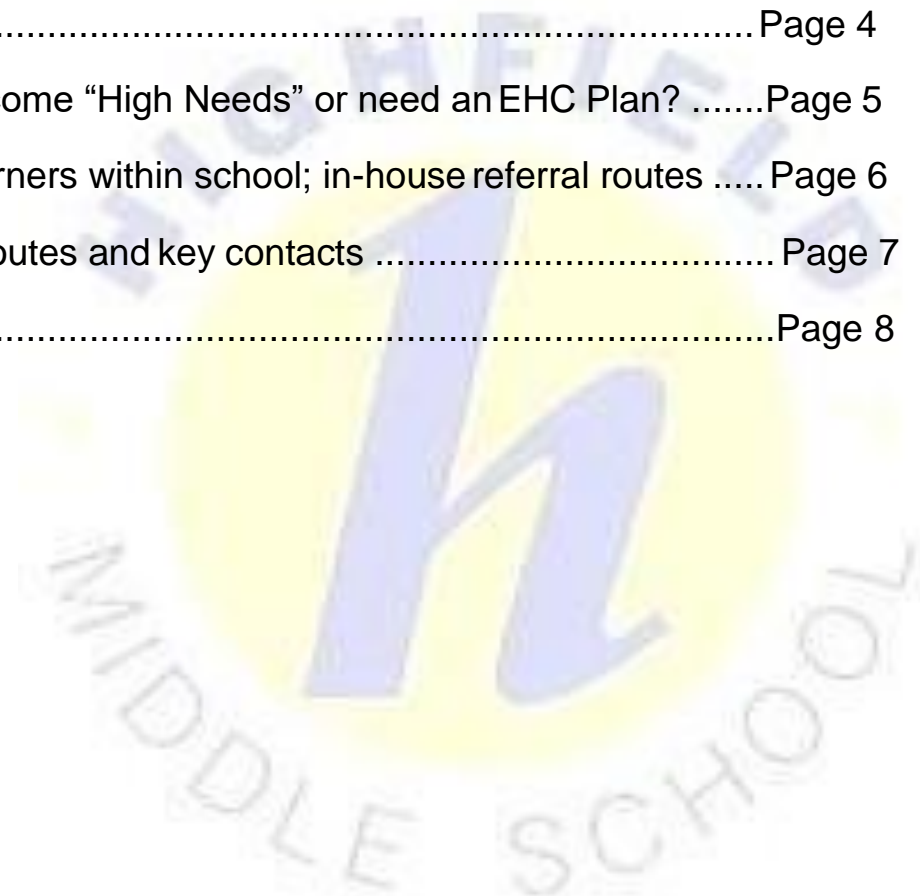
An Overview of SEND at Highfield Middle School

A Guide to SEND, Acronyms and Referral
Services



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When does a learner have a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

Pupils can be placed on the schools SEND register when they need additional support; this may be temporary or may be for a longer period of time. Some pupils will have referrals made to external agencies which may require an Early Help Assessment form to be completed. This is an initial document to allow sign-posting to other agencies.

The Early Help Process

There are 5 important reasons for an Early Help Assessment (EHA):

1. To give all practitioners working with a pupil a holistic tool to assess their needs at the earliest possible opportunity.
2. To ensure these needs are not overlooked and plans are formulated to address / support their needs.
3. To provide a common structure to record information and facilitate information sharing between agencies.
4. To provide an assessment that can then involve the appropriate agencies at the appropriate time.
5. To ensure that progress can be reviewed against the outcomes set and decisions made in a timely manner as soon as an issue emerges at any point in the pupil's life.

All staff should be aware of how to complete an EHA form (see the blank attached). It is essential to use information gathered from the pupil, parent / carer, and any other agency to complete it fully.

Parent / carer consent **MUST** be sort before submission.

An EHA is **NOT** intended to be used if it is believed that a child is at risk of harm. Use the Safeguarding procedures in place in school.

The EHA replaces the common assessment framework (CAF) form. It provides evidence towards an Education Health and Care Plan (often referred to as a "Plan").

If appropriate, additional support for pupils and families may be provided by the team of Early Help Family Support Workers or our in-school Parent Support Partner. Both of these services are designed to enhance the provision available in school.

When does a learner become “High Needs” or need an EHC Plan?

High Needs funding is available when the resources normally available to the school have been exceeded. The normally available resources include:

1. £6,000 per year of support from the school budget.
2. Services readily available to the school that do not have to be separately funded by the school.

You will see the SEND services listed in the sections which follow.

EHC Plans are for learners with High Needs who, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the learner, have not made expected progress. Only a small number of SEND learners will require an EHC Plan. Not all assessments for an EHC Plan will lead to an agreement to create a Plan. In Northumberland, all funding and services and resources are available to SEND learners whether or not they have an EHC Plan: an EHC Plan does not lead to additional resources.

*One exception: an EHC Plan is needed to access a specialist school place.

Meeting the needs of learners within school; in-house referral routes

Within a Class

- Contact parent / carer to discuss concerns (via diary note, letter or telephone)
- Consult "Quality First Teaching" notes
- Subject specific needs - refer to subject leader to assist with differentiation
- For subjects that are set - consider set change at next set meeting - complete Sets Review Meeting documentation

Within a Year Group

- Contact pastoral teacher to discuss concerns
- Year Leader will raise at weekly Year Team Meeting
- Year leader will jig-saw information and contact parent / carer to gain consent for in-house services

Within a Key Stage

- Concerns put onto SEND log for discussion at weekly Key Stage SEND meetings
- An Individual Education Plan (Plan) will be put into place with long-term objectives and short-term targets identified.
- A Passport will be implemented through consultation with staff, parents and the child to inform strategies and support.
- Effectiveness of support will be reviewed termly

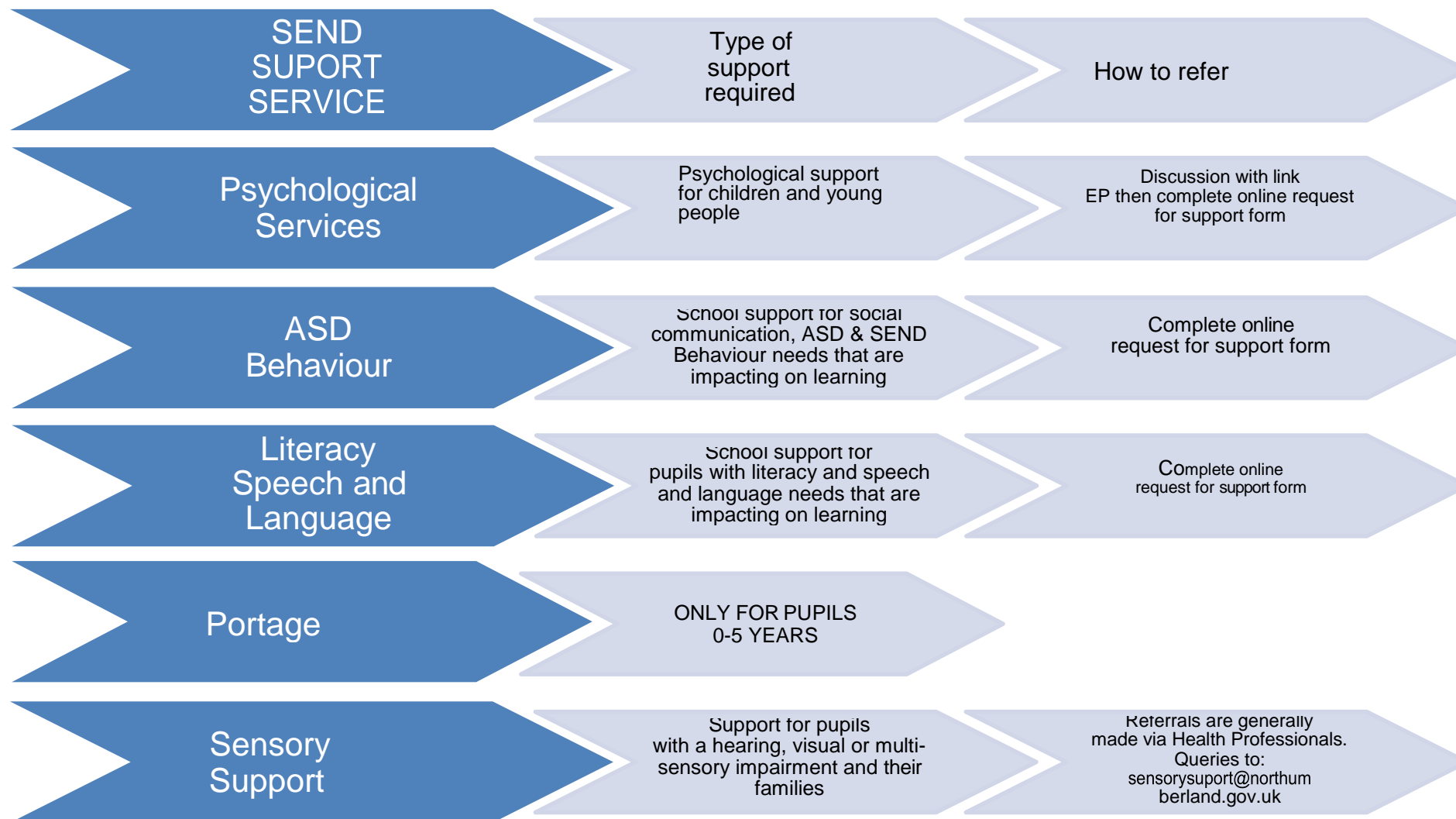
Within HMS

- Literacy (reading, writing, phonological) ability will be assessed by HLTA
- In house referral to Learning Mentor
- Use of intervention for additional pastoral / Literacy / Numeracy / transition support
- Individual personalised timetable may be considered by SLT team

Next Steps

- Consider raising an EHA to involve external agencies

External SEND Referral routes and Key Contacts



Glossary of Acronyms

ADD	attention deficit disorder	MARAG	multi agency referral action group
ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
AS	Asperger syndrome	ODD	oppositional defiant disorder
ASC	autistic spectrum condition	OT	occupational therapist
ASD	autistic spectrum disorder	PDA	pathological demand avoidance
BESD	behavioural, emotional and social difficulties	PEP	personal education plan (for looked after children)
CAF	common assessment framework	PLP	Personal learning plan
CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
CIN	Child in Need	PP	pupil premium
CoP	Code of Practice	PSHE	personal, social and health education
CP	child protection	RAD	reactive attachment disorder
CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
DDA	Disability discrimination act	SALT	speech and language therapy
EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
EHCP	education health care plan	SEAL	social and emotional aspects of learning
EP	educational psychologist	SEND	special educational needs and disabilities
EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
EWO	educational welfare officer	SLCN	speech, language and communication needs
FAS	Fetal Alcohol syndrome	SLD	severe learning difficulty
FASD	Fetal alcohol spectrum disorders	SLT	school leadership team
FSM	free school meals	SM	selective mutism (formerly known as elective mutism)
GLD	Global learning delay	SpLD	specific learning difficulty
HI	hearing impaired	SPDs	sensory processing disorders
HLTA	higher level teaching assistant	START	Statutory Assessment Resources Team
IEP	individual education plan (at Thorndown we use PLP)	TA	Teaching assistant / teacher assessment
IRP	independent review panel	TAC	team around the child
LAC	looked after children	TAF	team around the family (when CAF is about whole family)
LARM	locality allocation and review meeting	TFF	Together for Families
LDD	learning difficulties and disabilities	VI	visually impaired
LO	local offer		
LSCB	local safeguarding children board		