



## Our report on supporting pupils with Special Educational Needs and Disability (SEND)

### Lyndhurst Junior School vision is

- To provide quality experiences in all aspects of school life to enable our pupils to be happy, eager to learn and successful achievers so that they grow into young people who are fulfilled and able to make a positive contribution to society.

### Aims:

- Learning is seen as a life-long process. It is at the heart of everything we do and is widely celebrated;
- Pupils develop strong key skills in English, Maths and Computing and apply them effectively across the curriculum and in wider life;
- All pupils develop a sense of personal safety and a healthy approach to Life;
- Pupils are immersed in a positive and productive learning environment and develop a real passion for learning;
- Learning feels real and relevant to all pupils, takes a wide range of forms to suit different learners and involves experimentation and learning from mistakes;
- All pupils become successful learners both independently (gaining key learning skills) and interdependently (developing effective collaboration skills);
- A wide range of resources, trips, visitors and other events are used effectively to enhance learning;
- All pupils feel that they are an integral part of our local community and understand their place within the wider global community; and
- Pupils develop a good sense of moral values and are kind, supportive and empathetic towards others.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has an **Inclusion Co-ordinator** (INCO). Part of her role is **Special Educational Needs Co-ordinator** (SENCO) and she is therefore responsible for the management of provision of support for identified pupils with **Special Educational Needs** (SEN) and/or disability (SEND). She also coaches and supports teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

The 'Code of Practice' (April 2015) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p><b>Communication and Interaction</b></p>	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / <b>phonological awareness</b> still fairly poor and therefore their literacy can be affected.</p>
<p><b>Cognition and Learning</b></p>	<p><b>Children may have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>● language, memory and reasoning skills</li> <li>● sequencing and organisational skills</li> <li>● an understanding of number</li> <li>● problem-solving and concept development skills</li> <li>● fine and gross motor skills</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p><b>Social, Mental and Emotional health</b></p>	<p><b>Children may have difficulties with social and emotional development which may lead to or stem from</b></p> <ul style="list-style-type: none"> <li>● social isolation</li> <li>● behaviour difficulties</li> <li>● attention difficulties (ADHD)</li> <li>● anxiety and depression</li> <li>● attachment disorders</li> <li>● low self esteem</li> <li>● issues with self-image</li> </ul>
<p><b>Sensory and / or Physical</b></p>	<p><b>Children may have medical or genetic conditions that lead to difficulties with</b></p> <ul style="list-style-type: none"> <li>● Specific medical conditions</li> <li>● Gross / fine motor skills</li> <li>● Visual / hearing impairment</li> <li>● Accessing the curriculum without adaptation</li> <li>● Physically accessing the building(s) or equipment.</li> <li>● Over sensitivity to noise / smells / light / touch / taste.</li> <li>● Toileting / self care.</li> </ul>

Throughout their time at Lyndhurst Junior School children may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to

the 'typical' levels of provision as such levels of support and provision will vary across time for individual children in response to their individual needs. Another source of information is the Portsmouth City Council Ordinarily Available Provision document which sets out what the local authority would expect all educational settings within the city to be able to provide, ([www.portsmouthlocaloffer.org/wp-content/uploads/2019/10/Ordinarily-available-Provision-document.pdf](http://www.portsmouthlocaloffer.org/wp-content/uploads/2019/10/Ordinarily-available-Provision-document.pdf)),

Lyndhurst Junior School provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

**Wave 1** Quality first teaching through **differentiation** in English and Maths lessons.

**Wave 2** Small group support for those pupils who are achieving below age expected levels.

**Wave 3** Focussed, individualised programmes for pupils achieving well below age expected levels.

	<b>Whole School Approach Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups (according to need) - short / medium term</b>	<b>Specialised individual support (according to need) - medium / longer term</b>
<b>Learning and curriculum approaches</b>	<ul style="list-style-type: none"> <li>● <i>Planning for all subjects with differentiated outcomes for pupils.</i></li> <li>● <i>Termly Progress Review meetings between teaching staff.</i></li> <li>● <i>School Reports and Parents Evenings during the year and termly drop in sessions.</i></li> <li>● <i>Ongoing contact with parents through Contact Books in year 3 only.</i></li> <li>● <i>Telephone contact made where necessary.</i></li> <li>● <i>Ongoing assessment of pupil's progress and attainment</i></li> <li>● <i>Analysis of assessment data for whole school, year groups, classes, groups and individual pupils</i></li> <li>● <i>Schemes of work to meet the needs of all learners</i></li> <li>● <i>Use of appropriate technology.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Short term focussed interventions to address identified needs.</i></li> <li>● <i>Additional meetings with parents regarding specific issues</i></li> <li>● <i>Opportunities to work across other classes or group settings in response to need</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ongoing review of Additional Support Plans.</i></li> <li>● <i>Use of Precision Teaching to develop a child's basic needs.</i></li> <li>● <i>Support from specialist professionals</i></li> <li>● <i>Multi agency meetings to review areas of difficulty and levels of support</i></li> <li>● <i>Individualised learning programme to meet holistic SEND requirements.</i></li> <li>● <i>Use of specialist equipment.</i></li> </ul>

<p><b>Support</b></p>	<ul style="list-style-type: none"> <li>• Support provided to meet personal and social needs</li> <li>• Teacher focus, <b>Learning Support Assistant (LSA)</b> support or peer support deployed where needs identified to help progress.</li> <li>• Pastoral Team including <b>Emotional Literacy Support Assistant (ELSA)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified as <b>SEN Support</b>.</li> <li>• Additional staff support during lessons and class activities.</li> <li>• Small group interventions focussing on particular skills.</li> <li>• Advice sought from outside agencies where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils identified as needing an <b>Education, Health and Care Plan (EHCP)</b> or being monitored in preparation for application for a plan.</li> <li>• 1:1 support across part or most the day</li> <li>• Regular multi-agency support and meetings</li> <li>• Support/guidance from Educational Psychologists (as required)</li> <li>• Programmes and guidance provided by Speech and Language therapists, Occupational therapist and Physiotherapist and delivered by TA and teachers integrated within the class timetable to support and facilitate access to the curriculum</li> <li>• Additional advice from medical services, health care teams etc</li> </ul>
<p><b>Teaching approaches</b></p>	<ul style="list-style-type: none"> <li>• Classes limited to 30 pupils in year 3 and 32 in all other years.</li> <li>• Each year group is supported by several LSAs.</li> <li>• Children are grouped within the classroom to reflect pupils' learning needs for each lesson</li> <li>• Structured environment within each class</li> <li>• Consistent routines and systems across the whole school</li> <li>• Whole school reward systems for reading, numeracy, behaviour and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group support 1:6 where needed</li> <li>• Additional visual clues and guidance</li> <li>• Individual behaviour systems and rewards.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support provided where possible by a nominated member of staff.</li> <li>• <b>Personalised learning resources</b>.</li> <li>• Timetable adapted to accommodate extra support sessions.</li> <li>• Lessons adapted to accommodate individual learning needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Full appreciation and provision of access requirements for all children.</li> </ul>		
<b>Physical and emotional support</b>	<ul style="list-style-type: none"> <li>• Well lit and well resourced environment</li> <li>• Visually clear classrooms</li> <li>• Stimulating external play areas</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional literacy support through a specialist <b>Emotional Learning Support Assistant (ELSA)</b>/ silver set <b>Social, Emotional aspects of Learning (SEAL)</b> groups.</li> <li>• Specialist resources provided through <b>Occupational Therapist</b> service (OT) where required.</li> <li>• Individual health protocols and programmes drawn up.</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated resources matched to pupils behavioural, social and learning needs.</li> <li>• Individual health protocols and programmes followed and regularly reviewed.</li> </ul>
<b>Health and Well being</b>	<ul style="list-style-type: none"> <li>• Positive learning environment with excellent staff role models.</li> <li>• Focus on developing confidence and self esteem.</li> <li>• <b>Personal Social &amp; Health curriculum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Emotional literacy support.</li> <li>• Medical training provided for nominated staff as required.</li> <li>• Nominated <b>Safeguarding Officers.</b></li> <li>• Staff trained in safeguarding issues and clear system for confidential reporting of disclosures.</li> <li>• Positive learning environment that encourages the development of greater independence and self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional literacy support through a specialist ELSA and or external agencies such as CAMHS and MABS..</li> <li>• Specialist medical advice sought where needed.</li> <li>• Protocols and medicines managed and monitored by Office Manager.</li> </ul>

Please see below answers for some potential questions you may have about the school.

**How does Lyndhurst Junior School know if children need extra help?**

At Lyndhurst Junior School children are identified as having SEND through a variety of ways including the following:-

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent

- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum Age Related Expectations.

Children who are not making expected progress are picked up through Progress Review meetings held by year teams. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is in need of additional support, you will be informed by the Classteacher.

If your child is on the SEND register they may have an **Additional Support Plan (ASP)** which will have individual targets. This is discussed on a termly basis and parents are given a copy of the ASP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. When the child's ASP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

If your child has complex SEND they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

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

Talk to us – firstly contact your child's class teacher. If you require more information contact our INCO or Headteacher.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

**How will Lyndhurst Junior School staff support my child?**

Our INCO oversees all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents during Parent Evening meetings and/or on the ASP.

**How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated. The

benefit of this type of differentiation is that all children can access a lesson and learn at their level.

**How do we know if it has had an impact?**

By reviewing children's targets on ASPs and ensuring they are being met, the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and pupil.

Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

**How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents at Parents Evenings every term. This is an opportunity to discuss your child's needs, support and progress. There is the opportunity to book a separate appointment at these events if you wish. If you require more information or advice, further meetings can be arranged at a different time. We also hold regular share my learning sessions where you can informally chat with your classteacher.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or INCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

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

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have ASPs discuss and set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has an EHCP their views will be sought before any review meetings.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the INCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has two ELSAs (Emotional Literacy Support Assistants) who work under the direction of the INCO, with vulnerable children during the school day.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required to ensure a child's good health i.e medicine for life threatening conditions such as asthma and diabetes. On a day to day

basis the Admin Staff generally oversee the administration of such medicines. The Admin staff do not take responsibility for other medicines such as cough medicines and antibiotics. Parents need to make arrangements to personally administer such medicines if necessary.

**What specialist services and expertise are available at or accessed by Lyndhurst Junior School?**

Our INCO is fully qualified and accredited.  
As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention (**Multi Agency Behaviour Support** or **Child and Adolescent Mental Health Service** (MABS/CAMHS)); Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including social workers and **Educational Psychologists**.

**What training have the staff at Lyndhurst Junior School had or are having?**

We have two members of staff trained as an ELSA who receive regular support from the PCC Educational Psychology Team.  
Most of our LSAs have had training in delivering reading and spelling / phonics programmes.  
As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

**How are the Governors involved and what are their responsibilities?**

One of the Governors is responsible for SEND and meets regularly with the Headteacher. They report to the full Governing body to keep all informed. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.  
A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

The lower floor of the school site is wheelchair accessible with a disabled toilet. We liaise with the **Ethnic minority Achievement Service** (EMAS) who assist us in supporting our families with English as an additional language.

**How will Lyndhurst Junior School prepare and support my child to join the school and then transfer to secondary school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the familiarisation with the new surroundings. These can be arranged in liaison with the feeder schools. We write social stories with children if transition is potentially going to be difficult.  
When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.



<b>How are Lyndhurst Junior School's resources allocated and matched to children's special educational needs?</b>	<p>We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</p> <p>We ensure that the needs of all children who have Special Educational needs are met to the best of the school's ability with the funds available. We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an LSA, and will be prioritised in the event of staff absence.</p>
<b>How is the decision made about what type and how much support my child will receive?</b>	<p>The class teacher alongside the INCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.</p> <p>In the case of children with an EHCP, the level of support and individual targets are laid out within the EHCP. During the year, the Classteacher and INCO will work together to review provision and ensure it is being provided. There is a formal review of the EHCP and the <b>Annual Review</b> where the targets are discussed alongside specialist advisors and parents. However, the EHCP can be discussed and informally reviewed with the Classteacher and INCO throughout the year.</p>
<b>What support is there for improving behaviour, attendance and avoiding exclusion?</b>	<p>As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a <b>Pastoral Support Plan</b> (PSP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.</p> <p>After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Attendance Officer. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness enter into an attendance contract with the Attendance Officer in an attempt to improve attendance and punctuality.</p>
<b>Who can I contact for further information?</b>	<p>Your first point of contact would be your child's classteacher to share your concerns.</p> <p>You could also arrange to meet Ms Merel, our INCO and Ms Beechurst, our Headteacher.</p> <p>Finally for external support and advice, you may also consider contacting <b>Parent Partnership</b> or the SEND team at <b>Portsmouth City Council</b> (PCC). Our INCO can provide contact details for these organisations.</p>
<b>What should you do if you feel that the school is not meeting your child's needs?</b>	<p>Your first point of contact would be your child's classteacher to share your concerns.</p> <p>You could also arrange to meet Ms Merel, our INCO or Ms Beechurst, our Headteacher.</p> <p>You may also want to look at the Inclusion Policy available on our website</p>

Finally for external support and advice, you may also consider contacting **Parent Partnership** or the SEND team at Portsmouth City Council (PCC). Our INCO can provide contact details for these organisations.

**Who should I contact if I am considering whether my child should join Lyndhurst Junior School?**

Contact the school Admin office to arrange to meet the INCO, Ms Merel, who would willingly discuss how the school could meet your child's needs and take you on a tour of our site.

**How is the SEND Information Report reviewed?**

This report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

**Useful website**

The Portsmouth Local Offer provides information about local services and organisations that can help and support families as well as guides to the processes involved.

<http://www.portsmouthlocaloffer.org/>

## Glossary of terms

Additional Support Plan (ASP)	An Additional Support Plan (formally known as an Individual Education Plan or IEP) is a document created by classteachers alongside pupils to address a child's special educational needs. It sets out targets for a child to work on in class and identifies the staff and resources that are allocated to achieve these. The ASP is reviewed on a termly basis. The change of name from IEP to ASP is to reflect the fact that not all needs of pupils with SEND are related to education.
Annual Review	A formal meeting held once a year to review the targets and provision set out in a child's ECHP. The parents, teachers and all specialist services involved with that child would be invited to attend and/or provide a report for the meeting. This is a legal requirement.
assessment	Tests, both formal, paper based tests and informal, observation based tests. These could be the usual tests that are carried out by classteachers to assess their class's progress. They could be specialist tests to assess a specific area of a child's learning. These may be carried out by staff based in school or by specialist advisors.
Child and Adolescent Mental Health Service (CAMHS)	All children can suffer from anxiety, worries and emotional mood swings. If this is causing problems at home and school you can approach CAMHS for support. They can make assessments and offer support groups for both the child and their family. The service supports children up to the age of 18.
differentiation	When planning lessons, teachers will plan different levels of work to suite different abilities. Tasks can be made easier to support children with low ability or harder to challenge children who find a subject easy. Different worksheets, books and resources might be routinely provided to help children be successful and complete tasks.

Education, Care and Health Plan (EHP)	This is a legal document which puts in place and safeguards provision for children with the most severe or complex special educational needs. These have replaced Statements of SEND.
Educational Psychologists (EP)	An Educational Psychologist is specially trained to assess a child's ability. In the case of children with the most complex needs who are failing to make progress, they might be called upon to investigate a child's strengths and weaknesses and advise teachers how best to support a child.
Emotional Learning Support Assistant (ELSA)	An ELSA is a member of staff who has undergone specialist training in ways of supporting children develop their emotional literacy skills. The one to one sessions they provide typically last for 6 weeks. The sessions are tailored to the needs of the individual but can cover topics such as anger management, self esteem and social skills.
Ethnic Minority Achievement Service (EMAS)	EMAS is a city wide resource that provides support for children who have English as a second language. They can provide a variety of services, including working alongside a child in their home language, translating letters/worksheets, translating in parent teacher meetings and providing resources and resources in home languages.
Higher Level Teaching Assistant (HLTA)	An HLTA is an experienced Teaching Assistant who has undergone extra training so they can work with larger groups of children and even provide cover for teachers.
Inclusion Co-ordinator (INCO)	An Inclusion Co-ordinator is a member of the Senior Leadership Team who monitors the learning needs of vulnerable groups within the school. These groups include children with attendance issues, health issues, SEND, ethnic minorities, EAL pupils, Looked After Pupils, Children in Need cases, LGBT. The INCO works with outside agencies to help reduce the impact of such issues so a child can learn to the best of their ability and thrive within the school environment.
Learning Support Assistant (LSA) (Sometimes referred to as a Teaching Assistant or TA)	A Learning Support Assistant is a member of staff employed to support a teacher and the children within their class. They work under the guidance of teachers. Some LSAs work with small groups whilst others work with a single child (often referred to as one to one or 1:1)
Multi Agency Behaviour Support (MABS)	Some children's behaviour can be challenging. Their behaviour is often a result of previously unidentified special educational needs. MABS is a resource that schools can call in to help teachers and parents to work together to help a child improve their behaviour in class.
Occupational Therapist (OT)	An Occupational Therapist is a medical specialist who is able to devise exercise programmes to help pupils develop the physical skills they need in school. These could be gross motor skills such as developing the coordination needed for running, catching and balancing. They also work on fine motor skills needed to control a pencil or brush when writing, drawing or painting. They also provide or recommend equipment that will support a child in these areas.
Parent Partnership	Parent Partnership is an impartial service that supports parents through the special educational system.
Pastoral Support Plan (PSP)	A PSP is a document created by classteachers alongside parents and pupils to address a child's behaviour issues. The children involved in this process are at risk of exclusion. The aim of the document is analyse why a child is

	displaying challenging behaviour and to put in place measures to help reduce these issues.
Pastoral Team	A group of staff members who work together to support children with their wider additional needs. These could relate to attendance issues, social skills, emotional needs etc. The group is flexible so can call on the specialisms of various members of staff such as the ELSA, SENCO and PSHE manager.
Personal, Social and Health Education (PSHE)	This is an area of the National Curriculum which is taught to every pupil. It includes lessons on relationships, drugs, smoking, social and emotional literacy and e safety.
Personalised learning resources	These are resources such as worksheets and posters that have been made specifically for a pupil. They might include the use of larger fonts for a visually impaired child, translating into a child's home language for those who have English as a second language or extra picture cues or symbols to help with recording ideas.
phonological awareness	This is the awareness of the sound system which our words are based on. In a child's early years this includes recognising the sounds people use when talking. As a child enters school this develops into recognising the letters that represent these sounds in the written word (phonics). Being able to recognise these sounds helps a child read and spell.
Precision Teaching	This is a nationally recognised teaching method used to develop a child's basic skills. It is delivered by a Teaching Assistant who has undergone extra training on an individual basis.
provision	This is the service a school provides for a child. This can be the general provision as provided for all pupils but can also include small group and personalised (one to one) work.
Safeguarding Officer	Like all establishments who work with young children, schools have a legal requirement to make sure children are safe and are not at risk of neglect or abuse. The Safeguarding Officer for a school has responsibility for making sure the children in the care of the school are safe and involves agencies such as social care if there are concerns about neglect or abuse.
SEN Support	This is a category used to identify pupils with some form of SEND that needs extra support above and beyond Wave 1.
Special Educational Needs Coordinator (SENCo)	A SENCo is a teacher who has gained further qualifications in the area of Special Educational Needs. A SENCo is able to advise teachers on ways to support pupils in their class. They also work alongside parents and other professionals to coordinate resources and staff to cater for the needs of children who have been identified as having special educational needs.
Special Educational Needs (SEN) (Also referred to as Special Educational Needs and Disability (SEND))	Special Educational Needs is a term used to describe a child's needs in school which are greater than those typical of a child of the same age. These can be but are not necessarily caused by a diagnosed disability.