



Section 2a – SEND & Inclusion Toolkit

Coordinating SEND provision in the Early Years

Children and Young People's Services



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Supporting Special Educational Needs and/or Disabilities (SEND) in Early Years (0-5)

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The EYFS provides a framework that brings together two sets of requirements:

- the learning and development requirements; and
- the safeguarding and welfare requirements.

Further details can be found at www.foundationyears.org.uk.

It sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Local Authorities must ensure that all Early Years providers they fund in the maintained, private, voluntary and independent sectors are aware of the requirements upon them to have regard to the SEND Code of Practice 0-25 years. They must have arrangements in place to support children with SEN or disabilities and use their best endeavours to make sure that a child with SEN gets the support they need.

The SEND Code of Practice 0-25 years describes the statutory duties for all individuals working with children and young people. Chapters 5 and 6 gives greater clarity for those working in Early Years settings, maintained nursery schools and nursery classes/units and governor led provision within a primary school.

In addition, all Early Years providers must comply with the duties outlined in the Equality Act 2010. They must promote equality of opportunity for disabled children. Early years providers must not discriminate; either directly or indirectly; harass, or victimise disabled children and must make reasonable adjustments for disabled children to ensure that children with SEND are not at a substantial disadvantage compared with children who do not have SEND. Further information can be found at:

www.councilfordisabledchildren.org.uk/resources/disabled-children-and-the-equality-act-2010-for-early-years.



Maintained nursery schools must also prepare a report on:

- the implementation of their SEN policy.
- their arrangements for the admission of disabled children.
- the steps being taken to prevent disabled children from being treated less favourably than others.
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time.

Working with parents and carers

It is important to promote the participation and involvement of parents and carers and to take into account their wishes, views and feelings at every stage in the decision making process. A strong partnership between practitioners and parents is central to high quality practice in any Early Years setting. The wishes, views and feelings of the children themselves can be expressed in a range of ways and they can be supported by using visual prompts, photographs or through observation. The child's key person is likely to be the family's first point of contact and their role is described within the EYFS.

- The key person must help ensure that every child's learning and care is tailored to meet their individual needs
- The key person must seek to engage parents and/or carers in guiding their child's development at home
- They should also help families engage with more specialist support where appropriate.

DfE Statutory Framework for the Early Years Foundation Stage

And within the SEND Code of Practice 0-25 years

5.42 The Early Years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

SEND Code of Practice 0-25 years

In both the Children and Family Act and the SEND Code of Practice 0-25 years, one of the key principles is to ensure that a child's parents/carers are provided with the information, advice and support necessary for them to be able to participate in any decision making process. In County Durham our Local Offer has an [Early Years and Childcare](#) section and provides a wealth of information and advice for parents.

Early Identification

From birth to two

It is important to recognise that parents/carers early observations of their children are crucial and health services including, health visitors, general practitioners and paediatricians should work with the family, support them to understand their child's needs and help them to access early support. Early Years providers should work with families and health and care services to monitor the child's progress and to ensure the child's needs are met within the setting.

Where a health body is of the opinion that a young child under compulsory school age has, or probably has, SEND, they must inform the child's parents and bring the child to the attention of the appropriate Local Authority. Durham County Council now have a single email contact for all health professionals to use for notification to the local authority of children who may have a special educational need or disability. This email address will be used to notify all SEND Support services across 0-25 years.

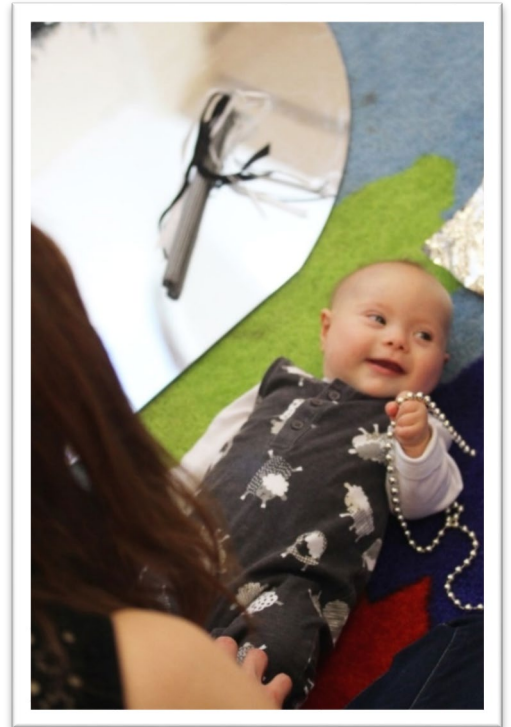
earlyyearssend@durham.gov.uk

This email should be used for notifications, not for requests for initiation of statutory assessment.

The health body must also give the parents the opportunity to discuss their opinions and let them know about any voluntary organisations that are likely to be able to provide advice or assistance. This includes the educational advice, guidance and any intervention which is available to be put in place at an early point and before the child starts school (SEND Code of Practice 0-25 years).

This support can take a number of forms. Examples are:

- Health Visitor.
- Children's Continuing Health Care team.
- Specialist support from educational psychologists or specialist teachers such as a teacher of the deaf, visually impaired, or multi-sensory impairment Durham County Council's SEND and Inclusion Service. These specialists may visit families at home or in their childcare setting where applicable. Their role is to support parents and the child with early learning programmes and approaches. They provide practical support, answering questions, discussing communication and clarifying needs.



- We also have a Portage service available in County Durham. This team comprises skilled and experienced support staff who provide specialist home teaching support for very young children with the most complex needs usually before they begin nursery education. Some children also access [Portage Parent and Child groups](#). The team is a member of the National Portage Association
- [One Point Service](#)
- [SEND Information, Advice and Support Service \(SENDIASS\)](#).

Two year olds

In addition to those children eligible for a funded two year education place through low income or a child being 'looked after', two year olds who are in receipt of Disability Living Allowance or who have an Education, Health and Care Plan are also entitled to 15 hours free early education. Further information may be obtained from www.gov.uk/free-early-education or www.countydurhamfamilies.info

Progress check at age two

When a child is aged between two and three, Early Years practitioners must review progress and provide parents with a written summary of their child's development, focussing on the prime areas of learning; communication and language, personal, social and emotional development and physical development. (This check only applies if a child is attending a funded setting or child-minder).

This check must identify a child's strengths as well as any areas where progress is less than expected. If there are significant emerging concerns practitioners should develop a targeted plan with the parents/carers, involving other professionals as appropriate. The progress summary must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time.

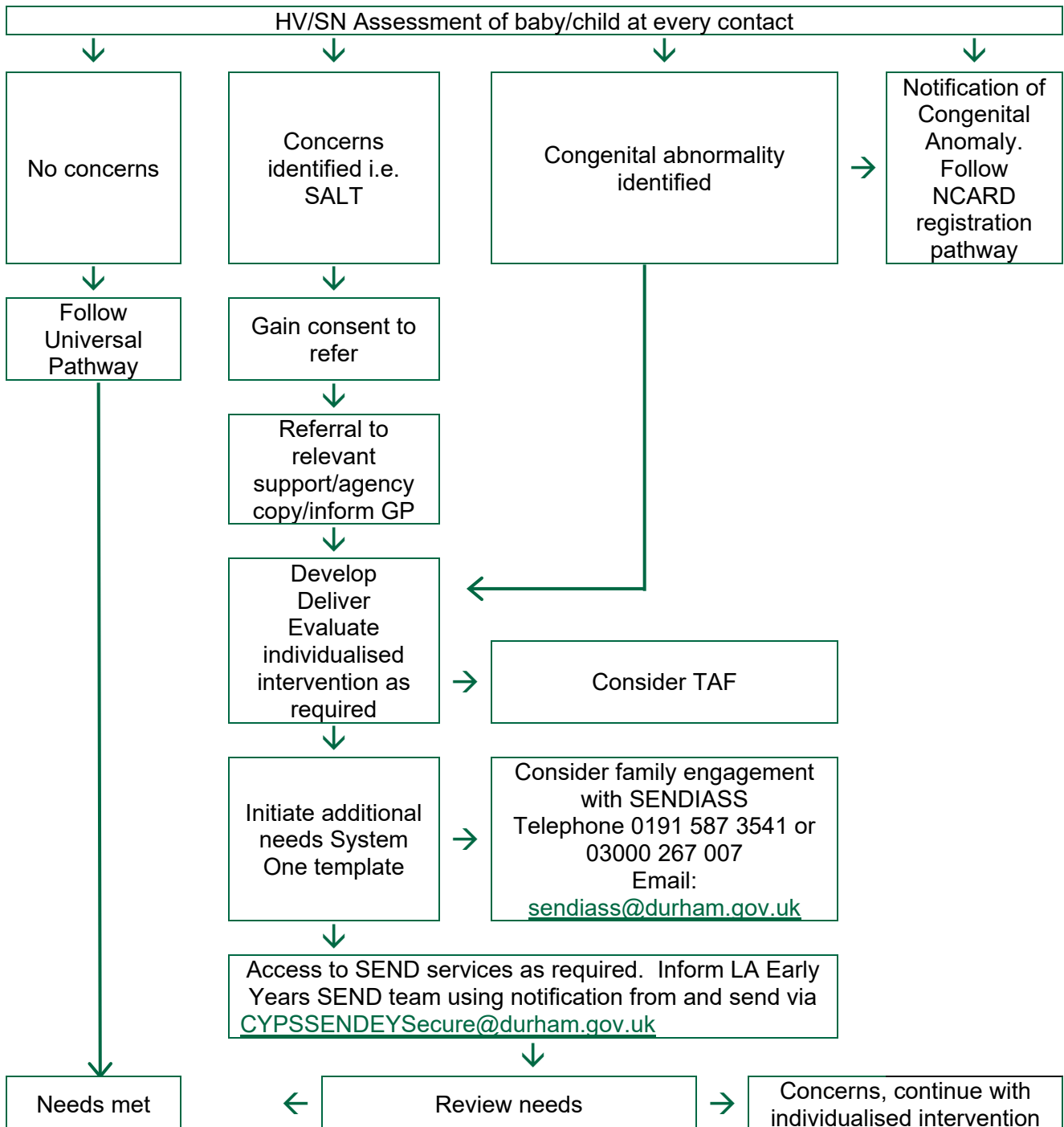
Further guidance may be found in the 'A Know How Guide'-The EYFS progress check at age two'. This can be downloaded at www.foundationyears.org.uk

Integrated 2 year review

Between the ages of two and three as part of the Universal Healthy Child Programme, health visitors currently check children's developmental milestones. When a two year old is attending a setting or school in County Durham we encourage health colleagues to work with parents and the setting to carry out an integrated two year review. Practitioners must seek permission from parents/carers to share the progress check with others. Advice and support is available for both practitioners and settings from the Early Years team on 03000 268 921 or through discussion with the setting's assigned Education Development Advisor (EDA).

Your Growing Healthy team are here for all children and young people, providing support, encouraging healthy lifestyles and protecting those who are most vulnerable.

HV/SN Early Identification of additional needs pathway



SEN support in the Early Years – A graduated approach

First concerns and early identification

High quality first teaching (QFT) is the foundation for children's learning and development and is the starting point for any additional or different provision for children with SEND.

QFT alone may be all that is required for children operating within the broadly normal range of abilities but who may be making slower progress.

Quality First Teaching should include:

- a broad and balanced EYFS curriculum, which meets all statutory requirements.
- an identified key person– to act as the first point of contact, to meet on a regular basis with parents/carers, discuss/review outcomes/social difficulties, coordinate support and build on successes.
- focussed observations in a variety of contexts, which highlight children's interests and needs and identify any emerging concerns.
- practitioners meet the individual needs of all children by delivering personalised learning, development and care.
- close partnerships with parents/carers; providing clear and accurate information. A short note or chronology should be completed as soon as initial concerns have been raised.
- suitable arrangements for collaborative working with parents/carers and professionals, social care, schools and health to ensure children benefit from integrated provision.
- children's views will be considered and valued.
- daily opportunities to work in small, structured and adult initiated, group situations where if necessary distractions can be minimised.
- regular monitoring and evaluation of children's progress using tools identified by the Local Authority, i.e. ECAT monitoring tool.
- inclusion in a range of learning experiences that are suitable, appropriate to an individual child's needs and compliant with the Equality Act.
- resources suitable for a range of children with learning needs including communication friendly spaces.
- a written SEND Policy and a SENCO in line with the current SEND Code of Practice (5.52 –5.54).
- a graduated approach so as to be able to provide specific help to individual children

- a clear approach for promoting positive behaviour that is consistently applied, by all practitioners across the setting clearly linked to age and stage of development.
- reasonable adjustments for children covered by the Equality Act (2010), such as flexible grouping, adaptations to policies and ensuring disability access.
- environments reviewed regularly in light of children's interests and developmental needs.
- training in SEND to ensure that all practitioners are able to manage the range of learning needs of children included in all early years' settings.

Each SEN planning tool has a section on QFT so SENCOs and staff could use these to help them create a shared understanding of expectations within their school.

All Early Years' providers must continually monitor and support children to ensure that they develop and learn appropriately and are making progress in all areas of the EYFS. Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners and the child's parents/carers should consider all the information about the child's learning and development to address any identified needs, problems or issues.

Some children, despite extra support and interventions still may not make expected learning or developmental progress. This is where schools/providers, alongside parents/carers should discuss the following key questions:

- Does the child have a difficulty, that is, a significantly greater difficulty in learning than their peers?
- Does the child have a disability that prevents or hinders them from making use of the facilities in the setting?
- Does the learning difficulty or disability call for special educational provision that is 'additional to' or 'different from' the provision normally made available?

Where a child is identified as having SEN, the setting should use the **graduated approach** with four stages of action.

The graduated approach in the Early Years is:

Assess

- Early Years providers should establish a clear analysis of a child's needs. This will draw on practitioner assessments and experience of the child as well as progress, attainment and behaviour information;
- The key person or SENCO should record any concerns raised by the parent and compare them against their own assessment and information about the child's development;
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents and child and advice from external support services;
- There must be a regular review of the assessment;
- Support must be matched to the needs of the child.



Plan

When an Early Years provider makes decisions that a child needs support, they must inform the child's parents/carers;

- The key person and SENCO should agree, in consultation with parents and the child the interventions and support arrangements as well as the expected impact on progress, development or behaviour and inform all staff who work with the child;
- The key person and SENCO must set the date for review;
- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.



Do

- The key person remains responsible for working with the child;
- Any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.



Review

The key person and SENCO should review the effectiveness of the support by the agreed date;

- The impact and views of parent and child should feed back into the analysis of the child's needs;
- If Early Years Learning support officer are working with a child in an Early Years setting, they should be involved in each step of the process, with the child's key person and the SENCO.

Durham County Council's Early Years SEND Planning tool can support SENCOs and practitioners in implementing the graduated approach. This can be found on the [Supporting Special educational Needs and Disabilities as part of the Graduated Approach](#) Local Offer webpage.

Short note

A short note of any initial discussions and actions should be recorded and parents/carers must sign to say they agree. A [template of a 'Short Note about a child's emerging needs in Early Years'](#) can be found on the Local Offer.

Early Years SEN support plan

Most needs of children within County Durham can be met through a robust SEN Support Plan. An Education, Health and Care Plan (EHCP) is not required to access additional resources from the local authority for those children with high and complex needs.

An [Early Years SEN Support Plan](#) template has been developed to be used by Early Years providers to plan for the individual needs of the child and follow the graduated approach. All support plans must include relevant academic and developmental outcomes, which match individual needs and detail provision.

Where a child continues to make little or no progress, despite appropriate and timely support that is matched to the child's area of need, the Early Years provider should:

- consider involving specialists (with parental agreement), including those from outside agencies.
- together with the specialists, consider a range of effective teaching approaches, appropriate equipment, strategies and interventions, in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed and ensure the support plan is updated to reflect this. This may include:
 - adapting or replacing the support, depending on how effective it has been in achieving the expected outcomes.
 - planning and preparation for the transitions between phases of education and preparation for adult life.

Any recommendations from appropriate professionals should be discussed with the child's parent/carer and be included in the support plan.

Reviewing SEN support

A support plan is a working document that should reflect the changing needs of the child and can be updated at any time to demonstrate this. **We advise that plans are reviewed every six to eight weeks for children in their early years, dependent upon patterns of attendance.**

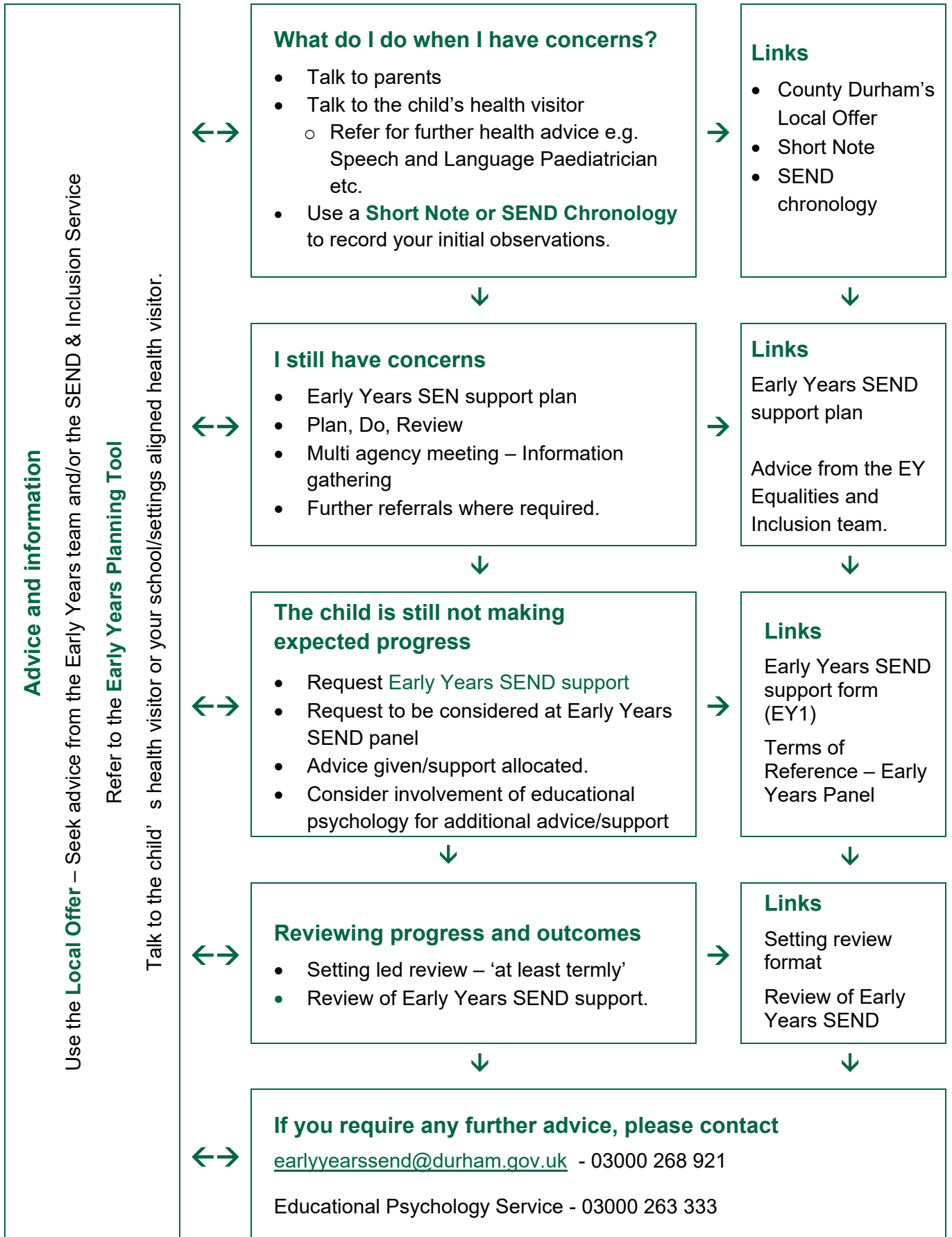
At each stage of the graduated approach, parents/carers should be engaged with the provider, contributing their insight to assessment and planning. Intended outcomes should be shared with parents/carers, along with action taken by the school/setting, at regular intervals and a minimum of three times a year. Providers should also involve others with specialist expertise if, at any stage, a child is not developing as expected or is not responding to action taken by the setting.

Please note, there is an expectation in County Durham that if an Education, Health, Care assessment is requested that there is evidence of at least 2 cycles of 'Assess, Plan, Do, Review' including having two SEN support plans that demonstrate SMART outcomes and are reviewed fully. In exceptional circumstances, this may not be necessary. If you feel a child's circumstances may be exceptional please contact Early Years Equality and Inclusion Team.

Reviewing SEN Support at transition to primary school

It is important that when a child moves from a nursery provision to a reception class, the final review in the nursery takes into consideration any factors that may be important in the transition to school – for example full day provision, lunchtime support, the school curriculum, and the new physical environment. Reception staff should be part of the final nursery review and take part in a full transition process. Staff from reception should review the SEN support as quickly as possible in the Autumn term to ensure the plan is fit for purpose.

Early Years SEND support – Flowchart for Early Years providers



Early Years SEND panel

The Early Years SEND panel considers requests for support from Private Voluntary and Independent (PVI) settings, childminders and schools in fulfilling their duties and responsibilities regarding children with SEND from birth until the end of their nursery education. **This includes accessing EY SEND Inclusion Funding.** This could include children who delay or defer their entry to school in accordance with the local authority admissions guidance. The panel is made up of representatives from Education Durham, schools, settings, educational psychology, SEND case work team and health practitioners.

A request to panel should occur following the school or provider taking relevant and purposeful action, this needs to be evidenced, and yet there still appears to be a need requiring specialist expertise and or additional resources.

This includes:

- receiving and responding to notifications to the local authority from health bodies of pre-school children requiring support or those who may require support regarding SEND.
- considering cases presented in relation to assessed need and identify appropriate resources to meet needs including SEN Inclusion funding, allocation of EY SEND LSO and or High Needs funding support to the school or setting.
- supporting, scrutinising and challenging and ensuring appropriate options have been exhausted e.g. in-house, wider community services, universal services, multi-agency services, commissioned services.
- supporting multi-agency working and discussions on how the needs of the child can be met holistically.
- ensuring equity of service delivery whilst ensuring that services are targeted at those with greatest needs.
- monitoring the quality of assessments, SEND support plans, education health and care plans and any support provided within agreed timeframes.
- recommending to the Local Authority whether a statutory assessment should be carried out in accordance with the SEND Code of Practice 0-25 years and the Children and Families Act 2014. The Local Authority will decide whether or not this is appropriate.

Advice and support can be requested by email – earlyyearssend@durham.gov.uk or by telephone 03000 268 921.

Requesting Education, Health and Care Plans (EHC Plans) for a child aged 0-5 years

Where children have significant health needs and/or profound and multiple learning disabilities the request to initiate assessment may occur prior to a child attending an educational setting.

For other children where the education provider, having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, determines that the child has still not made expected progress. They may consider requesting the initiation of a statutory assessment of the child's Education, Health and Care needs (See section 5) of the toolkit for the detailed guidance on requesting the initiation of a statutory assessment.

Any request for Early Years children for the initiation of statutory assessment must be submitted to the SEND Casework team.

The Early Years SEND panel considers all requests to initiate statutory assessment for children from birth until the end of a child's nursery education. For further information regarding the role and remit of the panel, please refer to the earlier section – Early Years SEND panel.

Please note an EHC needs assessment may not always result in an EHC Plan.

My story

In County Durham, when a parent or professional applies for statutory assessment a parent or young person will be asked if they want to complete a 'My story' about them or their child. This is a document we use in Durham that outlines a child or young person's life from their (and their parents/carers) point of view. It can describe school placements, explain complex relationships, and difficult times for the child or young person. It can include practical information about family circumstances and what the child or young person likes and dislikes and what is important to them.

This document is 'owned' by the parent, child or young person and should aim to have all the details in so an individual story does not have to be repeated to many professionals.

There are two versions available - one for younger pupils and one for older pupils (see below) designed by young people in Durham.

N.B. Although this is a document that may be completed before applying for statutory assessment', **it can be completed at any point.** 'My story' should be completed with a relevant professional who is trusted by the family-which may be the school or other professional, such as SENDIASS



The role of the SENCO in the Early Years

The EYFS framework requires all Early Years providers to have arrangements in place for meeting children's SEN. Requirements are different depending upon the type of setting;

- Those in group provision are expected to identify a SENCO.
- Mainstream Schools including maintained nursery schools, must ensure that there is a **qualified teacher designated** as the SENCO to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.
- There is no requirement for a SENCO to be a qualified teacher in special schools. Some special schools will employ a member of staff to essentially carry out the work a SENCO would be required to complete.
- Childminders are encouraged to identify a person to act as SENCO and child-minders who are registered with a child-minders agency or who are part of a network may wish to share that role between them.

The SENCO should work closely with the family, manager/head teacher and with all other practitioners within the setting. They should have responsibility for the day to day operation of the setting's SEN policy, co-ordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEND.

National Award for SEN Co-ordination (NASENCO) – maintained schools

All SENCOs appointed from 1st September 2009 and, where they have not previously been the SENCO at that or any other relevant school for a period of more than twelve months, are required to hold the National Award for Special Educational Needs Co-ordination (NASENCO) **within three years of appointment.**

More details can be found at: <http://www.bestpracticenet.co.uk/naSENCO> or contact one of the SEND Advisory Officers in the SEND & Inclusion team.

Pilot National Award for SEN Co-ordination – PVI settings

Durham's Early Years team have participated in a national pilot of a Level 3 National SENCo award. This is not currently a requirement of all settings but participants have found the programme to be worthwhile.

For more information go to the NASEN website please email earlyyears@durham.gov.uk or by telephone 03000 268 921.

Management and oversight of SEND within schools and settings

Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school/setting's SEN/D policy and ethos in school.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher and other professionals where a looked after child has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school/setting's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND alongside teachers and/or early years practitioners.
- Liaising with other education providers, schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher/setting manager and other relevant parties e.g. school governors or directors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.
- Ensuring that the school/setting keeps the records of all pupils with SEND up to date.

Responsibilities of the head teacher/setting manager

The head/setting manager plays a pivotal role in driving cultural change.

They must:

- take overall responsibility for implementing the SEND provision.
- ensure that the SENCO has adequate time and resources (including administrative support and time away from teaching) to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school/setting.
- ensure that the SENCO is able to influence strategic decisions about SEND.

- ensure the wider school/setting community understands their role and responsibilities in SEND provision, for whole school/setting improvement. This will ensure that;
 - all pupils benefit from early identification
 - holistic planning and provision is made to meet the individual needs of all the children and young people in their care
 - all school records are up to date and accurate.
- ensure arrangements are in place for parents and carers to be regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHC plan, a SEN support plan and any newly identified pupils with SEND.

Responsibilities of providers

The legal responsibilities for disabled children and children with SEN lie with the responsible body (Equality Act duties) or the appropriate authority (Children and Families Act duties). In both cases this is a governing body for a maintained school, including a maintained nursery school, and the proprietor that is the owner or the management committee, of a private voluntary or independent nursery.

Responsibilities of teachers and practitioners

Early years practitioners and teachers are at the heart of the SEND support system; driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO, senior leadership and specialists.

They should:

- focus on outcomes for the child - be clear about the outcome wanted from any SEND support.
- be responsible for meeting special educational needs - use the SENCO strategically to support the quality of teaching and evaluate the quality of support.
- have high aspirations for every child - set clear progress targets for child and be clear about how the resources are going to help achieve this.
- involve parents and pupils in planning and reviewing progress - seek their views and provide regular updates on progress towards outcomes.
- remain responsible for working with the child daily. The child's key person retains responsibility for the child whilst any additional support is being delivered. They should work closely with teaching assistants and/or specialist staff involved including EY SEND Learning Support Officers, to plan and assess the impact of support and interventions and how they can be linked to teaching (SEND Code of Practice 0-25 years).

Responsibilities of support staff in schools

Support staff (LSA/TAs) are an important part of the whole school approach to SEND, working in partnership with the classroom/subject teacher and the SENCO to deliver pupil outcomes and narrow gaps in performance.

It is for individual schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents in the context of high quality teaching overall.

Support staff can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child, and as such the teacher remains responsible for the progress of every pupil.

Support staff should:

- have the skills and understanding to work with pupils with a wide range of special educational needs and/or disabilities.
- be given the time to liaise with classroom/subject teachers to plan effectively together.
- be given the opportunity to contribute to review meetings about the pupils in their care.

Schools - SEN information report

All schools, including special schools are legally required to publish their SEN Information Report. This **must be published on the school website and updated annually**; with changes which occur during the year updated as soon as possible.

(Early Years settings do not have this requirement but must have an SEN Policy)

It **must** include information about:

- the kinds of SEN that are provided for.
- how the school identifies children and young people with SEN and how they assess their needs, including the name and contact details of the SENCO.
- the school's arrangements for consulting parents of children with SEN and children/young people and involving them in their child's education.
- the school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- the school's arrangements for supporting children and young people as they move between phases of education and in their preparation for adulthood.
- the school's approach to teaching children and young people with SEN.

- how the school adapts the curriculum and the learning environment of children and young people with SEN.
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise is secured.
- how the school handles complaints from parents of children or young people with SEN about the provision made at the school.
- how the school evaluates the effectiveness of the provision made for children and young people with SEN.
- how children and young people with SEN are included so that they are able to engage in all school activities.
- the support for improving emotional and social development.
- how the school involves other bodies and agencies, in meeting children and young people's SEN and supporting their families.
- the school's arrangements for supporting children and young people who are looked after by the Local Authority and have SEN.

SEN policy – schools and settings

Both the SEND Code of Practice 2014 and the EYFS 2017 Statutory Framework state that “Providers must have arrangements in place to support children with SEN or disabilities.” These arrangements should include a clear approach to identifying and responding to SEN and disabilities and **could be recorded in a robust and clear SEN policy.**

All school SEN provision (including the Early Years) should be detailed in the SEN Information Report (SIR) but most settings also choose to publish a SEN policy as good practice. The SEN policy should incorporate and expand on aspects mentioned in the SIR but it does not need to duplicate it. The SEN policy should link with other school policies, such as Teaching & Learning, Behaviour, Accessibility Plan, Equality objectives etc.

The National Association for Special Educational Needs (NASEN) advised that it is essential that a setting reflects its individuality in the contents of the policy. This should be done by including the approaches, staffing and actual practice that occurs in the setting. The policy should not be a series of aspirations about what parents can expect their children to receive but should provide clarity to help prevent any misunderstanding or differences in what the setting provides and what parents think that a setting provides.

Maintenance of SEN records

All early years education providers must comply with GDPR guidance. The information below sets out some general guidance for good practice. Schools and settings need to take relevant steps to meet the individual needs of all pupils with special educational

needs. The SENCO should have responsibility for ensuring that these records (paper copy and electronic) are properly kept and available as needed. The SEND Code of Practice 0-25 years states:

“The provision made for pupils with SEN should be recorded accurately and kept up to date...”

Schools must provide full pupil records to a receiving school or educational setting even if the new setting does not lodge a request. Such records should include all the information held by the SENCO/school including the pupil profile, all support plans and reports from professionals.

Early Years settings should seek parental permission to share all relevant information regarding a child’s special educational needs at the point of their transition to another educational setting in accordance with their own setting records management policy and GDPR guidelines.

All settings should ensure:

- SEND files (paper records) are always kept securely (including details of access arrangements).
- only authorised IT systems and secure email accounts are used.
- electronic SEND files are password protected.
- line manager approval is sought before taking paper records off site. This should only happen when it is absolutely essential to do so, and there is no alternative method for accessing or recording the information required (e.g. scanning or accessing online via encrypted portable IT equipment).
- where paper records have to be taken off site, only the minimum amount of personal or other confidential data necessary for the job in hand should be removed. Where possible, data should be anonymised.
- memory pens containing confidential data are encrypted. As with paper records, these should be taken off-site only in essential circumstances with the minimum information on the pen.
- they check email addresses, content and attachments before sending any documents to secure email addresses.
- when passing over paper copies of pupil files they should complete an acknowledgement form that is signed and dated by both parties.

In addition, settings should be aware of:

- consent to share (from parent/carer or young person of 16 years of age), including sharing **'My story'**.
- joint parental responsibility (and therefore sharing information with everyone that is legally entitled).
- for children and young people who have a special educational need and are also Looked After, **a protected address should not be shared on any document.**

SEN census

Census data is gathered at three points across the year from schools and settings (January, May and October). It provides the local authority and DFE a picture of children and young people's SEN status and primary need.

Most schools in County Durham do this through the SIMS system.

Other early years providers provide this information through the Early Years Census.

The January Census data informs information systems and reports such as Analyse School Performance (ASP) and Fischer Family Trust.

SENCOs should work alongside their leadership teams and administrative support in their school/setting to ensure all census information is correct.

SEN register

It would be considered good practice for every school/setting to maintain a register or similar document to provide an overview of children's SEN Status and their primary need. This demonstrates the setting's identification and understanding of children's needs and can be used to support planning and evaluation of provision.

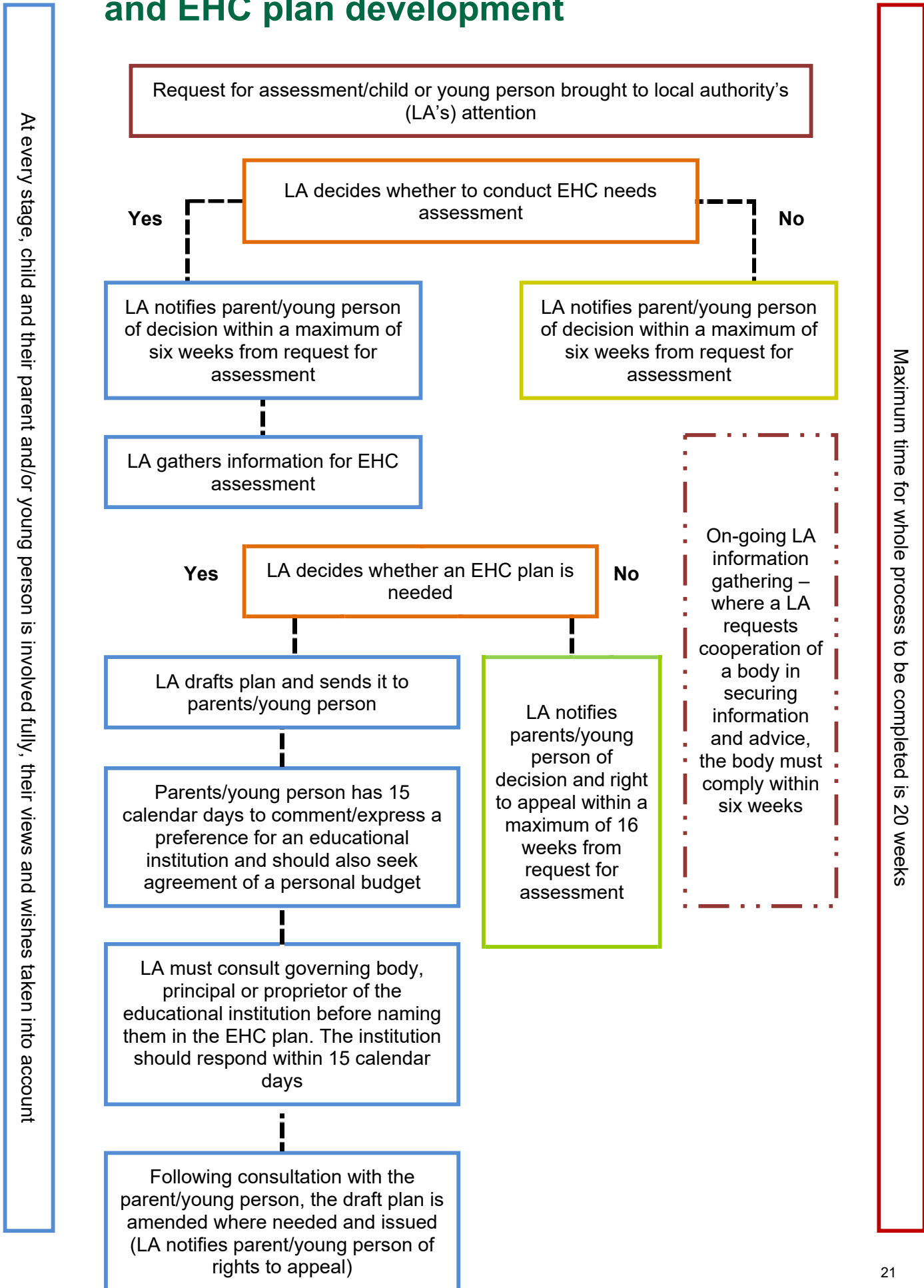
SEN status and coding

The codes used to describe SEN status are:

- E - Education, Health & Care (EHCP)
- K - SEN Support: All children who are receiving 'additional to or different from' support but do not have a statement or EHC Plan
- N - No SEN*.

The SENCO in school or setting manager should be the only person in school who has the authority to change SEN statuses and SEN types throughout the year and many do this at the point of review, rather than waiting for census dates, so that records always remain accurate.

Statutory timescales for EHC needs assessment and EHC plan development



EHC needs assessment

The Local Authority must adhere to strict guidelines when carrying out an assessment. In considering whether a statutory assessment is necessary, the Local Authority will pay particular attention to:

- the views, wishes and feelings of the child or his or her parent/carer, or the young person, using an appropriate method, such as Picture Exchange Communication Systems (PECS), Information Technology etc. These can be expressed through an advocate if that is helpful. The Local Authority must consult the child's parent or young person as soon as practicable following a request for assessment (or having otherwise become responsible).
- evidence of the child or young person's attainment and rate of progress.
- information about the nature, extent and cause of the child or young person's SEN.
- evidence of the action already taken by the Early Years provider, school or post-16 institution to meet the SEN.
- evidence that where progress has been made, it has only been the result of much additional effort and instruction at a sustained level over and above that which is usually provided.
- evidence of the child or young person's physical, emotional and social development and health needs.

The Local Authority's EHC assessment panel meets every week to consider requests. To demonstrate transparency of decision making, we would encourage SENCOs and other relevant educational staff to observe the panel, as it is also an effective CPD tool. If you wish to do this, contact the Statutory Casework team at County Hall for further details.

If the Local Authority does initiate an EHC assessment, this does not mean that an EHC plan will be issued. Initiation of a plan gives the authority time to assess the case in more detail. A SEND Caseworker - who has the specialist knowledge of the statutory assessment process and the law on special educational needs - will be assigned to each individual case. They will co-ordinate the EHC assessment and will be the main contact with the parents/carers, young person and professionals and they will keep them informed of progress.

If an EHC Plan is not issued, the SEN caseworker will:

- ensure parents/carers have appropriate information about services on the Local Offer.
- oversee an appropriate handover of the case to the educational provider. For example: providers will be supported in writing a robust SEN support plan to meet the needs of the child or young person.

Mediation & tribunal processes in Durham

Parents, carers and young people can seek mediation and/or take their case to a tribunal if they do not agree with a decision that the LA has made. The reasons usually include:

- not accepting a 'No' decision to initiate a statutory assessment;
- refusal to issue an EHC plan;
- not agreeing with the content of the final EHC plan and/or placement.

A senior Local Authority Officer must consider whether it is a valid query and follow this up by speaking to all professionals involved. Depending on these discussions, the Officer will then contact the parent/carer to give the decision of whether to concede or uphold the original decision.

Further details can be found on the Local Offer or by contacting Durham SENDIASS. In addition, when the LA decline a request for EHC assessment, parents/carers or the young person receives information about what actions they can take.

Reviewing Education Health and Care plans - Early Years

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. There should be a statutory annual review of all plans. Guidance is available in the section 5 'How to prepare for and hold a statutory annual review meeting'.

It is good practice for Early Years providers to review the long-term annual outcomes into short term action plans and consider whether these outcomes and supporting targets remain appropriate; set new interim targets and if applicable, agree new outcomes. The information from reviews throughout the year should contribute to the final statutory annual review meeting.

A member of the Early Years Equalities and Inclusion team or other local authority officer can provide advice and support for schools and settings involved in statutory reviews where required.

Transition from Nursery education to Reception

Transition needs to be carefully planned for all children. For those children with SEND this needs to be handled sensitively and parents need to be central to the process. Further advice and guidance can be found in Section 10 of the SEN and Disability in the Early Years toolkit (www.foundationyears.org.uk)

Transition from Nursery education to Reception for a child in receipt of Early Years SEND Funding with significant needs

In recent years and only in exceptional circumstances, schools have worked with a child's previous setting in order to submit a pre-emptive request for Top Up Funding to support a child's smooth transition into their reception year.

SEN Support with Top Up funding – for children in reception

In exceptional cases, some children and young people at the SEN support stage need more than £6000 of SEN provision and in Durham, we have flexibility in order to meet these needs without schools having to apply for an EHC assessment.

More information can be found on national and local funding for schools in section 2b of the toolkit.

In agreeing 'top up' funding, schools must be able to meet strict criteria and the list of eligible and non-eligible 'spend' can be found in section 5 of the toolkit.

Please note, schools would not usually apply for top up and statutory assessment at the same time. The LA would usually expect settings to monitor the impact of 'top up' funding before applying for a statutory assessment.

This would usually be after six months of 'top up' funding being in place. If there are exceptional circumstances, **please contact the Casework team for more advice.**

Support timetables and costed provision maps – For children in Reception

A support timetable and a costed provision map must be completed for all pupils at SEN support where the SEN provision they receive exceeds £6000 and is part of a 'top up' request.

Durham has a template of a support timetable and its own costed provision map which can be found on the [Supporting SEND as part of the Graduated Approach](#) webpage. Refer to section 5 on 'How to complete a support timetable and costed provision map'.

The costed provision map has a clear focus on the provision required to meet the agreed outcomes for a child or young person and it must reflect the plan's outcomes and support timetable. These documents should be shared with the parent/carer (or young person), so they understand how the school is using the notional SEN budget to support their child and the amount they are asking for the LA to 'top up'.

N.B. Costed provision maps are subject to audit by the Local Authority and they also form part of the evidence for independent mediation and SEND tribunal.

Transition from Nursery Education to Reception for a child with an Education Health and Care Plan

This EHC Plan review will occur in most instances, prior to a child receiving their formal school place offer. Where parents have named a school or have a specific preference for their child's school, the school should be invited to the meeting.

It is important that when a child moves from a nursery provision to a reception class, that the final review in the nursery takes into consideration any factors that may be important in the transition to school - for example full day provision, lunchtime support, the school curriculum, and the new physical environment. Reception staff should be part of the final

nursery review and take part in an enhanced transition process for all children with an EHC plan. Staff from reception should review the plan, its outcomes and targets, as quickly as possible in the Autumn term to ensure the targets are fit for purpose.

Attendance at statutory review

- The review meeting should be undertaken by the school or setting which the child attends.
- Preferred date and venue should be discussed with the family as soon as possible before setting a date (no later than 4 weeks before the review meeting).
- Settings should notify the Local Authority of all planned review dates as early as possible by email to sencasework@durham.gov.uk

The **Local Authority** will endeavour to attend the annual review meeting where the setting has identified **prior** to the review that the child's needs have significantly changed, which could include the likelihood of:

- a recommendation for the **Local Authority** to cease the plan
- a change of parental preference to a setting
- the **Local Authority** having to undertake a re-assessment.

An EHCP **must** be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution.

The review and any amendments **must** be completed by 15th February in the calendar year of the transfer at the latest for transfers into or between schools.

DfE and DH (2015) SEN and disability SEND Code of Practice 0-25 years, par 9.179

It is good practice to undertake the annual review meeting by 31st December each year – It may **not** be possible to name a specific school at this point.

If a child has been issued with an EHCP in the Autumn term, there is **no** requirement to hold a review if the child's needs remain unchanged.

If a child has been issued with an EHCP prior to the Autumn term, then a review meeting must be held in time to meet statutory timescales.

In addition to the statutory annual review, schools and educational providers should also ensure the EHC Plan and its outcomes, are reviewed with parents/carers or young person, throughout the year. All reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan.

If a child is issued with a plan after 15th February, but prior to September 1st a review of their plan should take place within the term once a child is settled in their new setting.

N.B. Annual reviews for Looked After Children should be planned to coincide with the review of the child's/young person's Personal Education Plan (PEP) wherever possible.

Outcomes and the 'golden thread'

When writing new outcomes as part of a review, there should always be a 'golden thread' directly from the aspirations to the provision - this is achieved by thinking about outcomes as steps on the journey towards the aspirations.



Setting outcomes

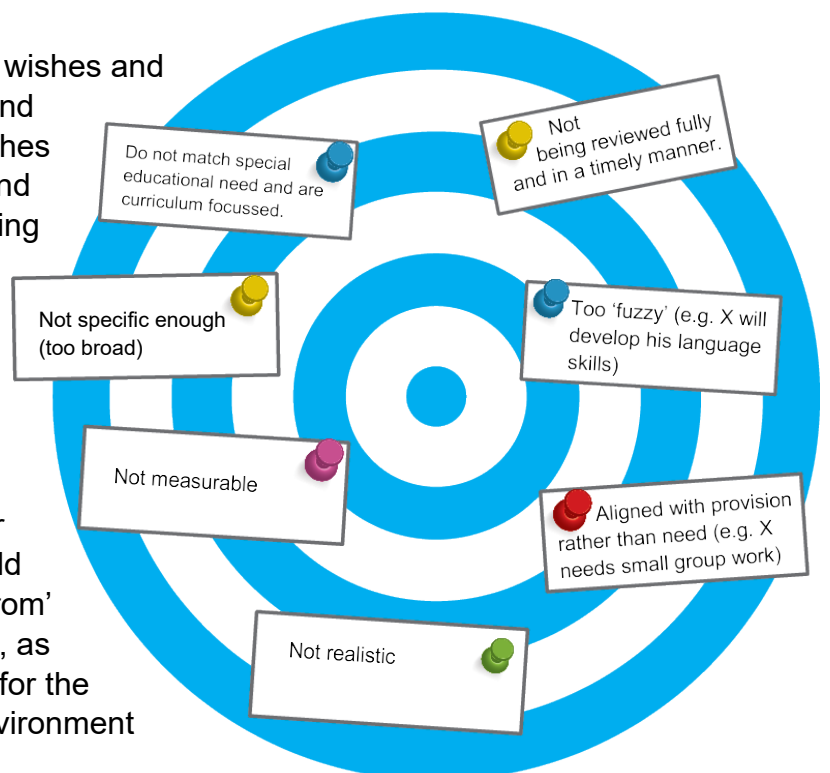
Effective outcomes for children and young people with SEND are crucial in ensuring the correct support is put in place.

The SEND Code of Practice 0-25 years defines an outcome as:

“A benefit or difference made to the individual as a result of intervention.”

The outcomes should reflect the views, wishes and feelings of children and young people and their families and personalised approaches must be adopted which puts the child and family at the centre of the decision making process. Outcomes must match the special educational need(s) of the child or young person. For example, if a child has a primary need of social communication, then the majority of outcomes should meet this need.

Although there are no recommendations for the number of outcomes, the plan should reflect the 'additional to' and 'different from' SEN provision that is being put in place, as well as what is realistic and achievable for the child/young person and the learning environment that they are in.



The outcomes in a plan should be:

Specific

Exactly what do you want the child /young person to achieve?

**Does it match the need(s) of the child/young person?
Is it personalised for the child/young person?
Is it concise?**

Measurable

How will you know if the child/young person meets the outcome?

**What evidence could be used to show if the outcome has been achieved?
What will you see/hear that is different, if the outcome is achieved?
What standards of measure will you use? (e.g.: quantity, quality, frequency, accuracy)**

Achievable

Can the measurable outcome be achieved by the child/young person?

Is the outcome possible and fair taking the current situation into account?

Realistic

Can the child/young person achieve the outcome within the timeframe?

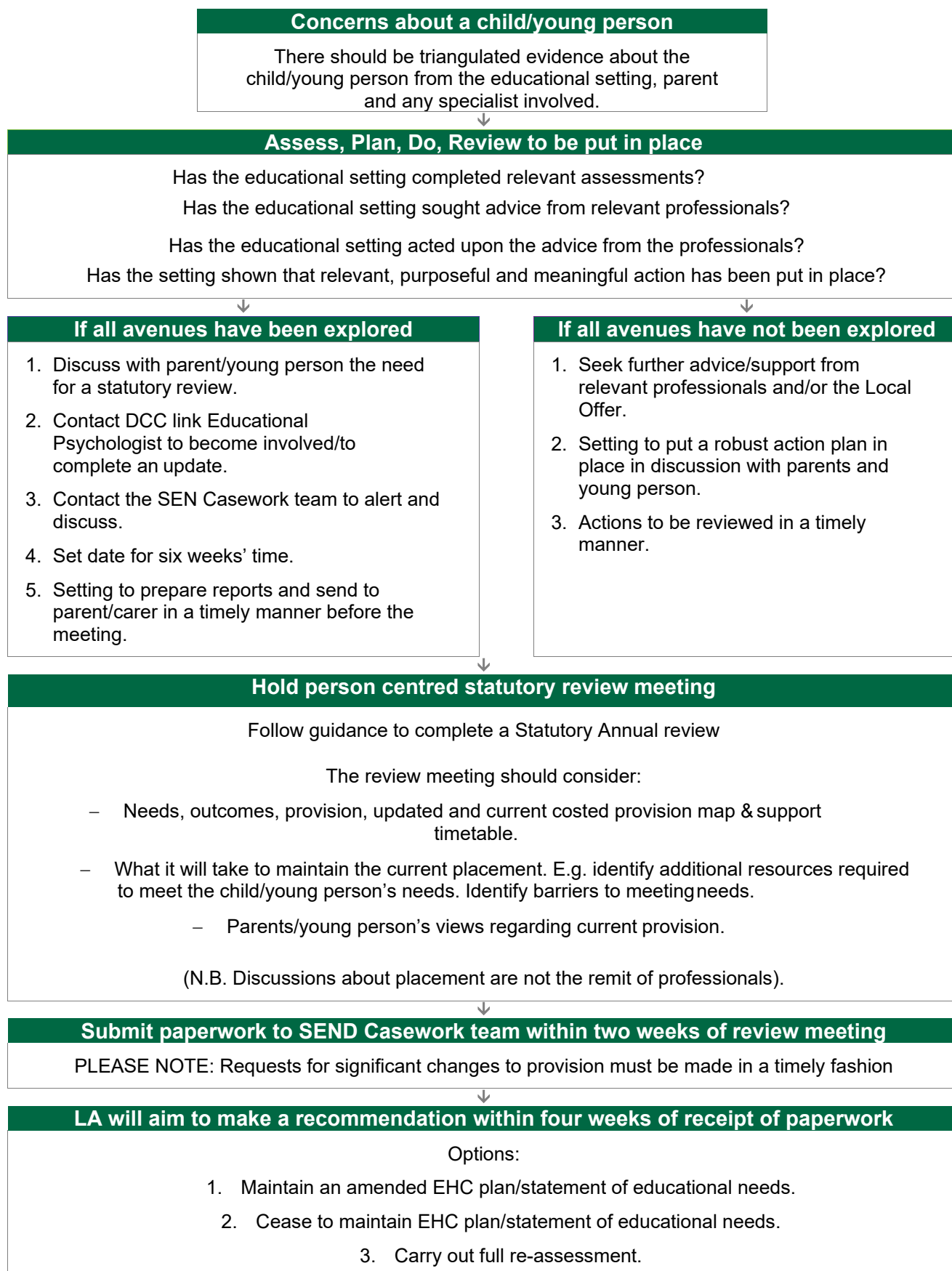
Does the child/young person have the knowledge, skills and ability to achieve the outcome?

Time Bound

Do you know how much time you have to achieve the outcome?

**When should the outcome be achieved by?
How often should progress be reviewed?
Have review dates/progress checks been built into process**

What to do if a setting is concerned about the provision for a child/young person with an EHC Plan



Requests for emergency and/or assessment places

There are occasions when children and young people present with such significant needs that additional support or a change of placement is required as a matter of urgency. The SEND Code of Practice 0-25 years clearly states that these circumstances should be exceptional. It states:

Children and young people without an EHC plan can be placed in special schools and special post-16 institutions only in the following exceptional circumstances, where they are:

- admitted to a special school or special post-16 institution to be assessed for an EHC plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the Local Authority, the head teacher or principal of the special school or special post-16 institution and anyone providing advice for the assessment.
- admitted to a special school or special post-16 institution following a change in their circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the Local Authority and the head teacher or principal of the special school or special post-16 institution. Where an emergency placement of this kind is made the Local Authority should immediately initiate an EHC needs assessment or re-assessment.
- in hospital and admitted to a special school which is established in a hospital, or
- admitted to a special academy (including a special free school) whose academy arrangements allow it to admit children or young people with SEN who do not have an EHC plan.

Further details about the issues to consider when making a request and the referral process can be found on the Supporting [SEND – templates, referral forms and reports webpage](#). A copy of the request form can be found in section 5 of the toolkit.

Before applying for an Emergency Assessment, consider the information on the previous page 'What to do if you are concerned about the provision for a child/young person with an EHC plan or Statement of SEN'.

Other needs where a child may need additional support

The needs described below are not, in themselves, indicators of a child or young person having a SEN. However when dealing with these issues, consideration should be given to whether a child or young person may have any underlying and un-met needs, such as a SEN.

Attendance - Although attendance at early years settings is not mandatory providers should be alert to patterns of absence that may indicate wider concerns, including safeguarding.

Medical Conditions - Where children have specific and potentially serious medical conditions (e.g. allergies, diabetes, epilepsy) it is important that staff know what should be done to ensure their general wellbeing, and how to deal with emergencies. Children should have an individual medical plan (IMP) written in conjunction with health professionals and parent/carers

Looked After Children - Children who are known to be Looked After will have a Personal Education Plan (PEP), designed to ensure that their wider educational needs are considered. N.B. If a child who is looked after also has a SEN support plan or Education, Health and Care Plan then these should be reviewed together, wherever possible.

Family issues - Children may be the subject of an agency referral (for example an early help assessment or Team Around the Family) for support in relation to a family-based issue. If a child or young person also has a SEN, then all professionals should be aware of this and the child or young person's SEN Support or EHC Plan should be shared. The SENCO should be made aware of the dates of meetings and any actions. The SENCO may be asked to provide information for these meetings and may wish to attend if a child/young person has very complex needs.

English as an Additional Language - Children whose first language is not English may require additional support to access the curriculum. Where this support is needed solely for their lack of English it does not constitute a special educational need. However identifying and assessing SEND for pupils whose first language is not English requires particular care. Schools should look at all areas of difficulties to establish whether a lack of progress is due to limitations in their command of the English language or if it arises from a SEN or disability. Schools should contact the County's EAL team in the first instance for further advice.

Behaviour that challenges - There are a small number of children and young people who present with behaviour that challenges. Whilst 'behavioural difficulties' in themselves do not constitute a special educational need, careful consideration should be given to considering the factors that might be underpinning the behaviour. For example, staff need to consider whether or not there is:

- an underlying learning difficulty; or
- a social, emotional or mental health need; or
- a developmental difficulty
- communication difficulty.

Local Authority support for Early Years Settings, Childminders and Schools

Education Durham – Early Years Equalities and Inclusion Team

We offer a countywide service to practitioners, Early Years providers, childminders, schools (mainstream and special) and other professionals in order to promote inclusion, raise aspirations and improve outcomes for children aged 0-5 with Special Educational Needs and Disability (SEND). This team fulfils the local authority's role in ensuring that there is sufficient expertise and experience amongst local Early Years providers to support children with SEND. Advice and support from the can be requested by email – earlyyears SEND@durham.gov.uk or by telephone 03000 268 921.

What are our aims?

- To increase the confidence, knowledge and skills of all those working with children who have SEND to develop inclusive and enabling environments and to help them to remove barriers to learning where these exist,
- To meet the needs of and improve outcomes for children with SEND within their communities, where possible,
- Support the work of the setting based SENCO to promote inclusion in Early Years settings,
- To enhance best practice within our Early Years educational settings,
- To develop and maintain partnerships across Education, Health and Care services, to ensure holistic assessment and planning to improve outcomes,
- To increase professionals/providers confidence and knowledge in understanding and navigating their way through the SEND graduated approach and other pathways,
- Reduce the underachievement gap and enable all children with SEND to reach their full potential.

What do we offer?

- Advice to setting based SENCOs, and managers in relation to developing and implementing an SEND policy covering inclusion and admission of children with additional needs and in relation to carrying out their legal responsibilities in respect of the Equality Act (2010),
- Support to schools and academies, mainstream and special in the provision of high quality inclusive Early Years education through advice, training, support and specific contracts via Service Level Agreement conditions.

- We work collaboratively with a range of providers and partners within the local area to develop and maintain a high quality Early Years' service,
- Support to identify/assess/consider additional support/resources to include a child with SEND,
- Support in developing the settings/professional practice to meet the child's needs within the graduated approach including the provision of training as required,
- Support in building links between settings, parents, schools, social care and health services,
- Help with creative support planning and identifying ways to meet the needs and outcomes of a child with SEND,
- Support settings in promoting and implementing positive behaviour management,
- Provide advice and practical support to Early Years providers about approaches to identification, assessment and intervention within the SEND Code of Practice 0-25 years through the promotion of quality first teaching,
- Support for setting-based SENCOs in ensuring arrangements are in place to support children with SEND and children with medical needs,
- Bespoke support for childminders including those new to SEND, regarding the planning provision and paperwork.
- Develop and disseminate good practice,
- Support the development and delivery of training both for the sector and where appropriate for individual settings, within the County Durham and externally.
- Maintain links with nursery school and primary SENCO networks to support smooth transitions to school nursery and reception classes, and,
- Work with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

Early Years SEND Learning Support Team

The Early Years SEND Learning Support team was established in September 2018. The Early Years SEND Learning Support Officers (EY SEND LSOs, formerly known as outreach workers) support high needs children with SEND accessing their nursery education entitlement in maintained schools, academies and PVI settings across County Durham.

The team's aims are:

- To promote high quality inclusive practice across all Early Years settings.
- To identify and share best Early Years/SEND practice across County Durham.

This will be in line with EYFS statutory requirements (2013) and the SEND Code of Practice 0-25 years.

- The priority for this support would be given to those children with the most significant need, ensuring personalised learning, development and care.
- To establish excellent partnership working with parents/carers, Early Years providers, health, and social care services to ensure children's needs are best met.
- To support the effective transition of children to give them the best possible start
- To ensure learning experiences are flexible, reasonable adjustments are made and compliant with the Equality Act.(2010).
- To share knowledge and expertise with colleagues, parents and other professionals
- To meet the needs of and improve outcomes for children with SEND.
- To increase professional/provider confidence in supporting children with SEND.
- To ensure a high quality service is delivered equitably across all Early Years providers, in line with Durham County Council's policy and procedures.

Applications for support from the EY SEND Learning Support Team should be submitted on an EY1 form, along with a progress report/support plans and are considered by the Early Years SEND Panel.

Early Years SENCO business meetings

In County Durham we hold termly SENCO Business Meetings. The primary audience is SENCOs in PVI settings, although other staff working within the Early Years sector are welcome to attend.

These meetings give practitioners the opportunity to:

- network with other SENCOs.
- listen to local, regional and national updates.
- access awareness raising and training from guest speakers.
- liaise and consult with the local authority and contribute to policy and procedure development.

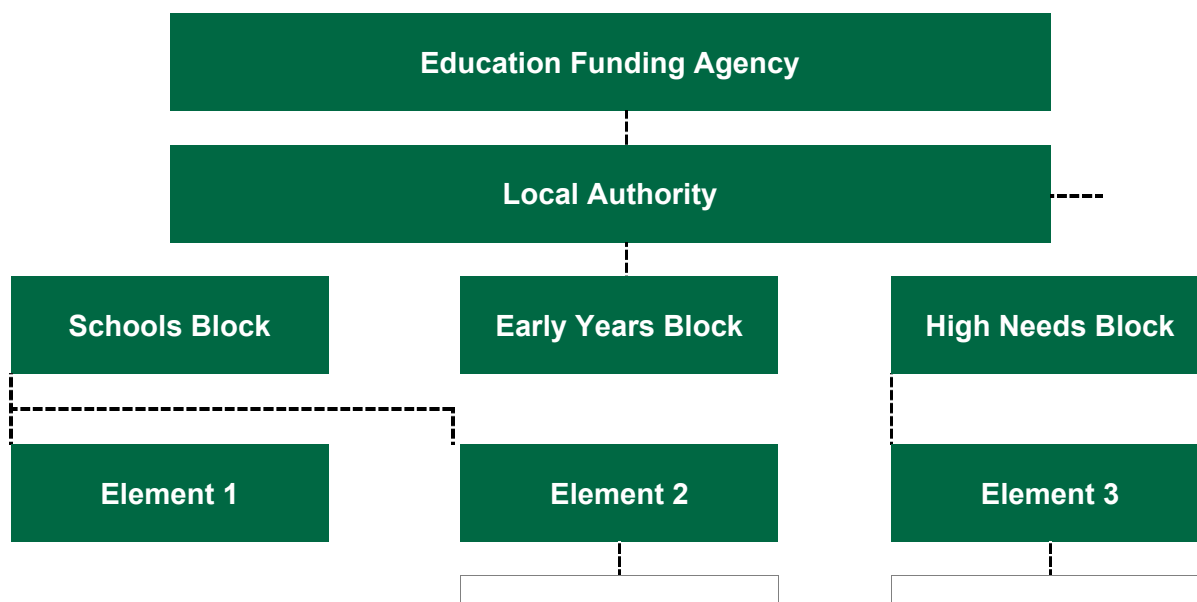
In addition, there are half termly 'drop in' surgeries, by appointment only to discuss individual children, in relation to requests for funding or other SEND related concerns.

These are held in Stanley, Spennymoor and Durham.

If you would like to attend the Early Years SENCO Business meetings, please email earlyyearssend@durham.gov.uk for more details.

National and local funding for early years provision

Local authorities receive the Dedicated Schools Grant for the provision of all maintained schools, provision of early years entitlements and most academies in their areas. For mainstream schools and early years settings, the Dedicated Schools Grant (DSG) is broken down into three blocks:



Funding for early years education places to early years settings and schools comes through the Early Years Block. This includes funding for

- **Two year old play and learn entitlement**
- **Three and Four Year Old Children (universal entitlement).**
- **Three and Four Year Old Children of Working Parents (extended entitlement)**

Additional funding to support children with SEND comes through the Early Years Block and the High Needs Block. Detail of each funding stream is provided below. Both funding streams are administered through the EY SEND Panel in accordance with the graduated approach.

Note to school SENCOs – *Children accessing early years entitlements do not attract a notional budget payment therefore all additional funding should be requested through the EY SEND Funding process*

Element 2: SEN Inclusion Funding

Following changes to the Early Years National Funding Formula (EYNFF) for 3-4 year olds in April 2017, there is a requirement for local authorities to establish a special educational needs inclusion fund for early years in order to help providers address the needs of

individual children with special educational needs. Durham Local Authority retains funding from the Early Years Block in to provide its' SEN Inclusion Fund.

SEN Inclusion funding has a focus on low and emerging SEN needs, support for children with higher/more significant needs is provided through the High needs block.

This funding can be requested through the Early Years SEND Panel using the [Request for Early Years Support - EY1 form](#) for children accessing their funded entitlement.

Disability Access Funding

The Disability Access Fund (DAF) aids access to early years places by, for example, supporting providers in making reasonable adjustments to their settings and/or helping with building capacity (be that for the child in question or for the benefit of children as a whole attending the setting).

The settings of three and four-year-olds eligible for the DAF will be entitled to receive a one-off payment of £615 per 12-month funding period. If the child attends more than one setting their parents will need to determine their main setting and they will receive the whole amount.

A child is eligible when:

- they are in receipt of child disability living allowance and;
- receives funded early education in nursery education (not in a primary school reception class).

If a child moves settings within the year the new setting will not be eligible to receive a payment within that financial year.

Settings should retain evidence of eligibility for audit purposes.

DAF should be claimed through the Provider Portal.

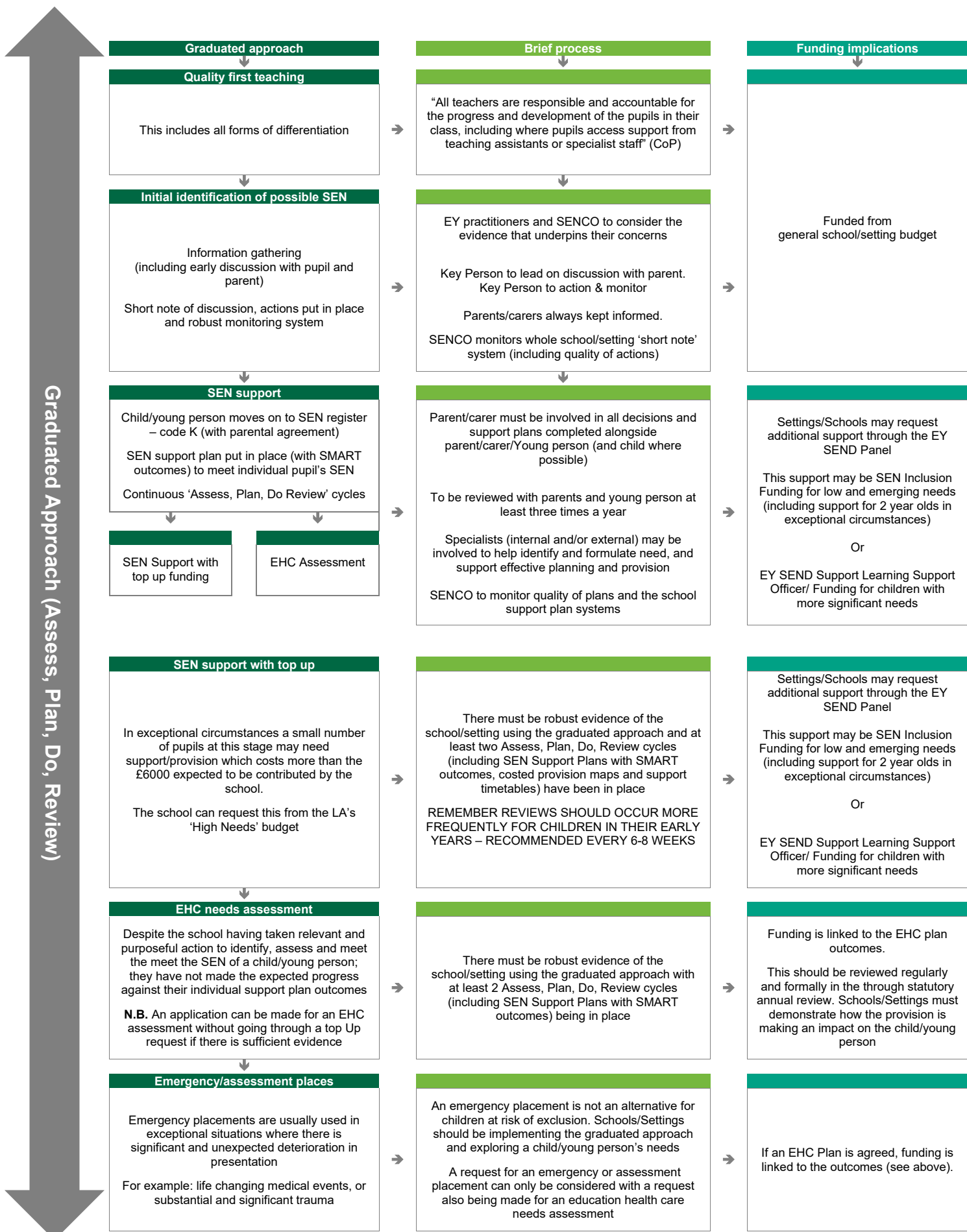
Element 3: SEND Support from the High Needs Block

Durham Local Authority retains this funding and it is devolved to schools and settings to either provide or fund additional support for children with SEND. The High Needs Block is used to provide the following:

- Targeted top up funding for individual pupils with SEN (linked to robust outcomes on a SEN support plan or EHC plan) to ensure their needs can be met (see below for further explanation).
- Funding for all special schools.
- Funding for specialist placements in the independent and non-maintained sector.
- Costs of places in The Woodlands (Pupil Referral Unit).

- Post 16 learning for young people with SEN.
- Any child or young person with Education Health Needs.
- Some Local Authority SEND & Inclusion Support Services.
- Additional funding for schools with high numbers of children with EHC Plans and/or a low additional needs budget (Element 2).
- Specialist Early Years support
 - EY SEND Learning Support team.
 - The EY SEND Learning Support team are available to support children with high needs accessing their nursery education entitlement. This support is requested through the EY SEND panel.
 - EY SEND support funding.
 - When a member of the EY SEND Learning Support team is not available, funding will be provided directly to school and settings to enable them to provide the support to high needs children. This support is requested through the EY SEND panel.
 - Request.
 - All requests for specialist early years support should be made using the [Request for Early Years Support - EY1 form](#) and submitted to the Early Years SEND Panel.

At a glance guide to the graduated approach and associated funding for Early Years



Personal budgets

A personal budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

Personal budgets are optional for the child's parent or the young person but local authorities are under a duty to prepare a budget when requested.

The child's parent or the young person has a right to request a personal budget, when the Local Authority has completed an EHC needs assessment and

confirmed that it will prepare an EHC plan. They may also request a personal budget during a statutory review of an existing EHC plan.

Personal budgets should reflect the holistic nature of an EHC plan and can include funding for special educational, health and social care provision. They should be focused to secure the provision agreed in the EHC plan and should be designed to secure the outcomes specified in the EHC plan.

There are four ways in which the child's parent and/or the young person can be involved in securing provision:

- Direct payments – where individuals receive the cash to contract, purchase and manage services themselves;
- An arrangement – whereby the Local Authority, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets);
- Third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child's parent or the young person;
- A combination of the above.

Special school funding

Special school funding is linked to bands of special educational need and will change every year. A planned place in special school will cost at least £10000. These are the current bandings:

- Moderate learning difficulty
- Moderate learning difficulty with challenging behaviours
- Severe learning difficulty
- Severe learning difficulty with challenging behaviours
- Social, Emotional, Mental Health
- Autism Spectrum condition
- Autism Spectrum Condition with challenging behaviours
- Profound and Multiple Learning difficulty
- Conductive education additional amount.

Special schools can also apply to a Local Authority panel for 'top up' funding if required. A costed provision map would be required.

Broad areas of special educational need

The definition of SEN set out in the SEND Code of Practice 0-25 years is deliberately broad due to the wide range of difficulties that can lead to a child or young person experiencing difficulties or differences in learning. The SEND Code of Practice 0-25 years narrows this into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high-quality interventions. Children and young people may experience difficulty in one or more areas:

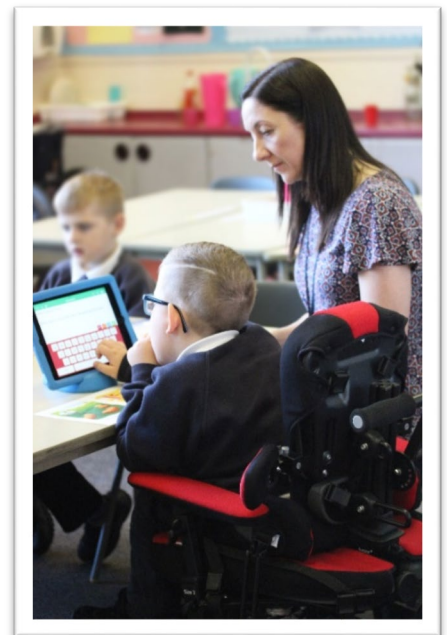
- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Physical & Sensory.

Cognition & Learning

Support for learning difficulties may be required when children/young people learn at a slower rate, or in a different way to the majority of their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound & Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SPLD).

When promoting the learning and development of children with cognition and learning needs it is important to consider both the child's difficulties and strengths as well as the modifications and adaptations in the learning environment and teaching style.



Moderate Learning Difficulties (MLD)

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Schools need to plan on the basis of a detailed picture of what the barriers are for an individual pupil in relation to a particular aspect of learning, rather than on the basis of the category the pupil is placed in for the census.

For example the pupil may:

- need feelings such as anxiety or panic to be understood,
- need a high level of encouragement (more than the most pupils),
- prefer help to be given discreetly,
- prefer support from peers or others who have struggled with the same learning process, rather than from specialists, adults or older learners,
- prefer learning to be broken down into small steps, so as to tackle one manageable piece at a time,
- need help to see the 'big picture',
- need lots of examples or demonstrations
- need opportunities to practise using a 'scaffolding' approach – providing support, such as doing part of the task alongside the learner and then slowly withdrawing the support as they become more competent
- need clear instructions and models, repeated as often as necessary to support retention.

Severe Learning Difficulties (SLD)

Children with SLD are likely to find it difficult to understand, learn and remember new skills. Children with severe learning difficulties have acute global development delay and intellectual or cognitive impairment, coupled with possible sensory, physical, emotional and social difficulties, which will make it difficult for the child to follow the curriculum without substantial help and support. These difficulties may be further compounded by poor co-ordination, and they may use symbols, or signing such as Makaton, to help with communication.

A child with SLD will require support in gaining independence and/or self-help and social skills and it is likely that most

areas of academic achievement will be affected. When supporting children with SLD it is important to respond proactively and modify/adapt practices and services to meet their individual needs.

Profound & Multiple Learning Difficulties (PMLD)

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to their severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and are likely to need sensory stimulation and a curriculum broken down into very small steps.

Specific Learning Difficulties (SpLD)

SpLD is an 'umbrella' term that indicates that pupils may have a particular difficulty in an area of learning and their performance in these areas is below that in other areas. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. It is better to explore the nature of a child's strengths and the impact of their difficulties rather than concentrate on the condition they have. However, it must be acknowledged that persistent and significant difficulties with literacy or numeracy acquisition are sometimes referred to as dyslexia or dyscalculia, but more importantly, assessment over time leads to an understanding of where the concerns lie and what helps. Terms such as 'dyslexia' and 'dyscalculia' do not in themselves describe the learning profile or the type of support that would be helpful for an individual.

Some common characteristics of SpLD can be:

- memory difficulties
- organisational difficulties
- writing difficulties
- visual processing difficulties
- reading difficulties
- spelling difficulties
- manipulating numbers
- auditory processing difficulties
- visual stress
- time management difficulties
- sensory distraction: an inability to screen out extraneous visual or auditory stimuli
- sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments.

Communication & Interaction

Children & young people with speech, language and communication needs (SLCN) may 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 language, communication and imagination. There are sometimes overlaps between speech, language and communication needs and other conditions such as Autism Spectrum Conditions (ASC) (including Asperger's Syndrome); Cognition & Learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD); Social needs or emotional difficulties; Mental Health issues; Hearing Impairment and Specific Learning Difficulties (SpLD).

Although children & young people can be identified as having SLCN as a primary need, we know that children in the majority of the other areas of need will also have associated SLCN. Each child or young person with SLCN is different, so it is better to look at the nature and impact of their difficulties rather than the condition they may have.

Social, Emotional & Mental Health

SEMH is an overarching term for children who demonstrate difficulties with emotional regulation, social interaction or who are experiencing mental health problems. If a child is presenting with these difficulties, it is also important to consider whether these are linked to needs in other areas of their development, such as communication and interaction.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. These could manifest as difficulties such as low mood which might be linked to anxiety or depression, problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as ADD, ADHD or Attachment Disorder, Autism or Pervasive Developmental Disorder, an anxiety disorder, phobias, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Pupils with Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) may display impulsive, hyperactive, or inattentive behaviour. The child may appear 'naughty' and can struggle in school and home settings, often challenging to adults. Inappropriate, disturbing and/or challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as SLCN, attachment difficulties, unhelpful thought processes or learning needs in order to address these behaviours.

The majority of inappropriate, disturbing and/or challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families can be extreme.

Children with SEMH will often feel anxious, scared and misunderstood.

Typical characteristics of children with SEMH can include:

- disruptive, antisocial and uncooperative behaviour
- temper tantrums
- frustration, anger and verbal and physical threats / aggression
- appearing to be withdrawn and depressed
- anxiety based school refusal
- displaying anxiety or self-harming
- self-harm
- avoidance
- truancy
- substance misuse.

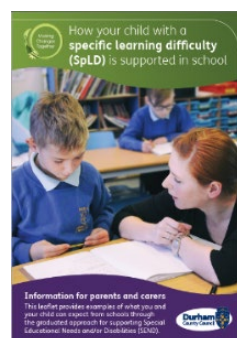
Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a multi-Sensory Impairment (MSI). Children and young people with a MSI have a combination of vision and hearing difficulties and will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Pupils with developmental Co-ordination Disorder (DCD) can be severely affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature, their language late to develop, and they may also have poor awareness of body position. Some pupils may also have memory difficulties and as stated above, there are sometimes overlaps between areas of need so a holistic approach to the individual child or young person's needs is required.

*There are [leaflets for parents](#) on the Local Offer site explaining the different types of special educational need and how schools can support children and young people. Schools may also find them useful to use alongside the SEN planning tools.



Special schools in Durham

The Local Authority may arrange a placement at special schools through the Education, Health and Care assessment and review procedures. The curriculum in special schools is designed to meet individual needs. There are currently ten special schools in County Durham, with six of those providing education for children in their early years

North Durham

Villa Real School, Consett

This school provides for the needs of pupils with severe learning difficulties, autism and profound and multiple learning difficulties from two to 19 years of age. Conductive education is also provided at the school.

Croft Community School, Stanley

Croft provides for the needs of pupils with moderate learning difficulties, severe learning difficulties and autism from five to 16 years of age.

South West Durham

Evergreen School, Bishop Auckland

Evergreen provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from two to 11 years of age.

Walworth School, Newton Aycliffe – Social, Emotional and Mental Health

Walworth provides for the needs of children with emotional and behavioural difficulties from five -11 years of age. Whilst most children attend on a daily basis this school provides an additional five day, (four nights), residential facility for primary aged children only.

Central Durham

Durham Trinity School, Durham

Durham Trinity provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from two to 19 years of age.

South East Durham

Hopewood Academy, Easington Colliery

Hopewood provides for the needs of children with a range of special educational needs, including moderate learning difficulties, severe learning difficulties, autism and profound and multiple learning difficulties from two to 19 years of age.

Glossary of useful terminology

Academy	An academy is a mainstream school which receives funding directly from the Government and is independent of direct control by the Local Authority.
Access Arrangements	<p>Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval.</p> <p>Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.</p> <p>For further information on:</p> <p>KS2 access arrangements - https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements</p> <p>Functional Skills, GCE, GCSE, Level 2 & 3 qualifications - http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance</p>
Advices	A set of reports written by professionals and parents, which assist the Local Authority when making a decision whether or not to issue a proposed statement.
Age Weighted Pupil Unit (AWPU)	The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one Local Authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.
Annual Review	Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months.
Appeal	Parents can appeal to the independent S.E.N.D.I.S.T Tribunal if they cannot reach agreement with the L.A. over decisions on their child's special educational needs.
A.S.C/D.	Autistic Spectrum Condition/Disorder.

Baseline Assessment	An assessment carried out shortly after a child starts primary school to see what s/he can do so teachers can plan for his/her learning needs.
C.A.M.H.S	The Child and Adolescent Mental Health Service provide support to those young people who are experiencing mental health difficulties.
Centile	The division of information into 100 groups. For example, a score at the 5 th centile means that, on average, only 5 children out of every 100 could be expected to score lower (and 95 would score higher).
Child in Need	Defined under Section 10 of the Children Act 1989 as a child who is “unlikely to achieve or maintain ... a reasonable standard of health and development, without the provision of services by a Local Authority... “Or who is “disabled”. Every authority has a general duty to safeguard and promote the welfare of children in their area who are in need.
Children and Families Act 2014	This law came into force on 1 st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice 0-25 years. You can download a copy of the Act at http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
Children’s Network	A confidential database of disabled children in Durham to provide an information service for parents and to help planning of services.
Chronological age	The time in years since birth (i.e. life age).
Clinical Commissioning Group (CCG)	CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.
Clinical Psychologist	Health specialist trained in the treatment of emotional and behavioural problems.
Cognitive Development	Development of a child’s ability to understand and to explain relationships; usually the same as intellectual growth.
Comprehension	Understanding of written or spoken material or practical instructions.
Conciliation	Conciliation involves a third party to help people negotiate with each other. The conciliator offers advice and possible solutions to problems.

CSE	Child Sexual Exploitation
Curriculum	All the courses and learning opportunities a school offers or a course of study being followed by a child.
CVI	Cerebral Visual Impairment
Developmental delay	A delay in reaching the normal stages of development.
DfE	Department for Education.
Differentiation	The way in which the school's curriculum and teaching methods are adapted to meet the needs of children.
Direct payment	<p>A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan.</p> <p>Direct payments can only be used for provision provided on the school or college premises if the school or college agree.</p>
Disagreement resolution	<p>Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.</p> <p>You can find more information on disagreement resolution in the SEND Code of Practice: 0 to 25 years 11.6 to 11.10.</p>
Disapplication	The lifting or varying of the requirements of the National Curriculum to meet the needs of the pupil.
Designated Medical Officer (D.M.O) Designated Clinical Officer (D.C.O.)	The Designated Medical Officer and Designated Clinical Officer both play a key part in implementing the SEND reforms and in supporting joined up working between health services and local authorities.
Early Education Setting/Early Years	Educational provision for children under compulsory school age, for example nurseries, pre-schools and registered child-minders.

Setting	
Education Act 1996	Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However there is a transition period until 2018. This means, for example, that Statements of Special Educational Need that were in place before 1 st September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.
Education Funding Agency (EFA)	<p>The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.</p> <p>The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.</p>
Education Health and Care plan (EHC plan)	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the Local Authority and is used for children and young people who have high support needs.
Education Health Care (EHC) Needs Assessment	<p>Local authorities must carry out an EHC needs assessment if a child or young person <i>may</i> need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.</p> <p>It is sometimes called a statutory assessment.</p> <p>You can find out more in the SEND Code of Practice: 0 to 25 years, sections 9.45 – 9.52.</p>
Educational Psychologist (E.P.)	An Educational Psychologist (sometimes known as ‘Ed Psych’) is asked to help when a child is finding it difficult to learn at school. S/he will talk to the people closely involved and may undertake observations, and direct assessments, and help to identify what might help.
E.H.E.	Elective Home Education.
E.P.S.	Educational Psychology Service.
Exclusion	A child who is excluded from school is not allowed to go to school from the time the exclusion is made. Exclusion can be for a fixed time or permanent. A child cannot be excluded simply because they have a special educational need.

Expressive language	How a child or young person expresses ideas thoughts and feelings through speech.
F.E.	Further Education.
Fine Motor Skills	Complex movements of hands and fingers which require practice to accomplish (e.g. fastening buttons, holding pencils etc.).
First Tier Tribunal (SEN and disability)	<p>The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.</p> <p>You can find out more at https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability</p>
Global Delay	A general delay in acquiring normal developmental milestones.
Governors	A school's governing body oversees the workings of the school. It includes a Parent governor and a SEND governor.
Graduated approach	<p>The SEND Code of Practice: 0 to 25 years says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review <p>You can find out more about the graduated approach in the SEND Code of Practice: 0 to 25 years sections 6.44 to 6.56, or in this toolkit.</p>
Gross Motor Skills	Skills which involve large muscle activity (e.g. rolling, walking, crawling, jumping, running).
HSB	Harmful Sexual Behaviour
H.I.	Hearing Impaired.
H.M.I.	Her Majesty's Inspectorate of Schools.
Hyperactivity	Difficulty in concentrating and keeping still for any length of time. Restless, fidgety behavior a child could also have sleeping difficulties.

I.H.P.	Individual Healthcare Plan. This sets out what sort of health care and support a child needs to participate in school life. For e.g.: what medicines school can administer, and what to do in a medical emergency. If a child has a SEN Support plan or EHC plan then all plans should be amalgamated where possible.
Inclusion	A process by which schools, local authorities and others develop their cultures, policies and practices to include all pupils.
Independent school	A school which is funded independently of local or central government.
Independent supporter	A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the Local Authority and will receive training, including legal training, to enable him or her to provide this support.
Information Technology (I.T.)	Refers to the whole area of computers both portable and desktop.
I.Q.	Intelligence Quotient - a measure of intellectual ability, where a score of 100 indicates average.
Key stages	The National Curriculum uses the term key stages to describe the age band in which the child falls. Early Years Foundation Stage (EYFS) is Nursery and Reception classes, Key stage 1 is infant, key stage 2 is junior, key stage 3 is 11- 14 years, key stage 4 is 14-16 and key stage 5 is 16+.
Key Person	The key person is a named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure.
Keyworker	Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a Local Authority or local health organisation, a school or college, or from a voluntary or private sector body.
Learning difficulty	If a child has a learning difficulty s/he finds it much harder to learn than most children of the same age do.
Local Authority/ Authorities (LA)	Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. For more information about local government, see https://www.gov.uk/understand-how-your-council-works

Local Offer	<p>The Local Offer, published by every Local Authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision.</p> <p>It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.</p>
Looked After Child	<p>A child who is 'cared for' by the Local Authority, either in a long-term placement or for short periods.</p>
Mainstream school	<p>This is a school that provides education for all children, whether or not they have special educational needs or disabilities.</p>
Maintained school	<p>A school funded by the L.A.</p>
Makaton	<p>A language program designed to provide a means of communication to children and young people who cannot communicate verbally.</p>
Mediation	<p>Mediation is a type of disagreement resolution. Every Local Authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p> <ul style="list-style-type: none"> • a decision not to carry out an EHC needs assessment • a decision not to draw up an EHC plan • the content of a final EHC plan or amended plan • a decision not to amend an EHC plan • a decision to cease to maintain an EHC plan. <p>Mediation must also be provided on the health and social care elements of an EHC plan.</p> <p>You can find more information on mediation in the SEND Code of Practice: 0 to 25 years 11.13 to 11.38.</p>
Mediation advice	<p>The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.</p> <p>However it is <u>not</u> necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.</p> <p>You can find more information on mediation advice in the SEND Code of Practice: 0 to 25 years 11.21 to 11.25.</p>
M.L.D.	<p>Moderate Learning Difficulties</p>

Multi-disciplinary	A team drawn from more than one profession e.g. health, education, social services.
Must	<p>The SEND Code of Practice: 0 to 25 years says in Section i of the Introduction:</p> <p><i>...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.</i></p> <p>This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.</p>
My story	A document completed by the child, young person or family to tell the story of needs, support and aspirations from their own perspective.
National Curriculum	Subjects which must be studied in all schools.
Non-maintained special school	A non-profit making special school, approved by the Secretary of State, usually run by a charity.
O.T.	Occupational Therapy/Therapist.
OFSTED	Office for Standards in Education – a government department responsible for the inspection of all schools.
Outcome	<p>Section 9.66 of the SEND Code of Practice: 0 to 25 years says:</p> <p>An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.</p>
Paediatrician	Special children's doctor.
Parent Carer Forum	A Parent/carer forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most Local Authority areas. For more information please visit:

	http://www.cafamily.org.uk/pcp/resources or http://www.nnpf.org.uk/
PECS	The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures
Personal budget	A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care. Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.
P.D.	Physical disability/difficulty.
P.M.L.D.	Profound and Multiple Learning Difficulties.
Portage	A home visiting service which offers support, help and advice to families with a child under 5 who has special needs.
Provision	The special support and extra help that children with S.E.N. receive in school to meet their needs
P.R.U.	A Pupil Referral Unit is a centre that can provide part-time or full-time support for children who are currently not attending school or who need additional help with their behaviour or learning.
Psychiatrist	A qualified doctor who specialises in mental health.
Psychologist	See Educational Psychologist.
Psychometric tests	Used to assess the child's ability and attainment levels.
P.T.A.	Parent Teacher (and Friends) Association.
QTVI	Qualified Teacher of the Visually Impaired
QHS	Qualified Habilitation Specialist
Reasonable adjustments	Reasonable adjustments are changes schools and other settings are

	required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment). Equality Act 2010 has more information.
Re-assessment	Your child can have another assessment if the L.A. decides it is necessary.
Receptive language	The ability to understand what is being said.
Residential school	A school where pupils live during the school term.
Review	Your child's statement/EHC must be reviewed at least three times a year to check on his/her progress.
S.A.T.s	Standard Assessment Tests which check children's progress.
Schools forum	Every Local Authority has a Schools Forum. It made up of representatives from schools and academies, and some representation from other bodies, such as nursery and 14-19 education providers.
	The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.
S.E.N.	Special Educational Needs. All children who need special help will be described as 'children with special educational needs.' One in five children may have some sort of learning difficulty during their school life.
S.E.N.D.I.S.T.	S.E.N. and Disability Tribunal.
SEMH	Social, Emotional and Mental Health Difficulties
SEN Information Report	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date. The information that has to be included can be found in Section 6.79 of the SEND Code of Practice: 0 to 25 years.
SEN support	SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.

	SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.
SEND Code of Practice: 0 to 25 years	<p>This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.</p> <p>It tells local authorities, early year's settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.</p> <p>You can download a full copy of the Code at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>You can download a shorter version for parents at https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p>
SENDIASS	Durham's SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.
Settings	See Early Education Settings.
Should	<p>Should is a word that occurs frequently in the SEND Code of Practice: 0 to 25 years.</p> <p>Section i of the Introduction to the Code says:</p> <p><i>... where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.</i></p> <p>This means that wherever the term 'should is used all the organisations listed in Section iv of the Introduction to the Code must consider what the Code says. However they may depart from it.</p>
Signposting	Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly. When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.
SLCN	Speech, Language and Communication Need
S.L.D.	Severe Learning Difficulties.

Special Educational Needs Co-ordinator (SENCO)	A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO.
Special educational provision	The special help given to children with SEN.
Special schools	These are schools that specialise in working with children with particular disabilities.
Specialist advisory teachers	These are qualified teachers who have specialist training, qualifications and/or experience in a specialist area of SEN. They work alongside other specialists within the SEND & Inclusion team.
Specific Learning Difficulty (Sp.L.D)	A child has a Specific Learning Difficulty if s/he has a specific problem in one or more areas of the curriculum: for e.g.: working memory, reading, writing, spelling.
Speech therapist	Specialist in diagnosing and treating speech and language disorders who works in schools, hospitals and clinics.
Speech therapy	The diagnosis and treatment of speech and language disorders. Children are normally referred for speech therapy by a doctor.
Tribunal	An independent body that hears appeals against decisions made by the L.A.
V.I.	Visually Impaired.
Voluntary organisations	Non-profit making organisations which often involve volunteers as well as paid staff. They range from large national to small local organisations and usually aim to help specific groups of people in society.