



HPRS

SEN policy

Approved by:	Curriculum Management Committee (MC)	Date: March 2022
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Support pupils to achieve their own personal best.
- Support pupils to become confident and resilient individuals.

At Herefordshire Pupil Referral Service (HPRS) we aim to provide high quality education to all our pupils regardless of any special educational need. Our aim is to promote best practice in the identification and assessment of SEN and provide the best possible access to inclusive education so that all our pupils have the opportunity to realise their full potential.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO across HPRS is Rebecca Brand

They will:

- Work with the Head of Service and SEN representative of the Management committee to determine the strategic development of the SEN policy and provision in HPRS.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with our independent careers advisor and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- If the pupil has an EHCP, the SENCo will support the annual review process and work with the SEN team to ensure HPRS can meet the pupils needs.

- Work with the Head of Service and Management Committee to ensure that HPRS meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure HPRS keeps the records of all pupils with SEN up to date

4.2 The SEN representative of the Management Committee

The SEN representative of the Management Committee will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within HPRS and update the Management Committee on this
- Work with the Head of Service and SENCO to determine the strategic development of the SEN policy and provision in HPRS

4.3 The Head of Service

The Head of Service will:

- Work with the SENCO and SEN representative of the Management Committee to determine the strategic development of the SEN policy and provision within HPRS
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

HPRS currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, specific literacy difficulties, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A student may be placed on the SEND register when;

- Transition information from their previous school demonstrates the child has an identified SEND.
- A pupil is receiving external support from another agency such as Occupational Therapy, Speech and Language therapy, Physiotherapy or CAMHS.
- A pupil achieves a standardized score of below 75 as part of baseline testing.

- A pupil is identified as having a SEND through further testing by the SENCo.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- All pupils within our setting will receive small group teaching and/or 1:1 support in order to best enable their learning.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and if their child is eligible for specific Exam Access Arrangements through assessment and the pupil's Normal Way of Working.

Parents and carers of pupils with a Special Educational Need or Disability are expected to fully engage with the school in supporting their child to make exceptional progress during their time at HPRS. The SENCo will use a variety of methods to keep in regular contact;

- Emails
- Telephone
- Parents evenings
- Personal appointments

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This alongside the induction programme will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Following the induction programme, all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

HPRS will share information with the school, college, or other setting the pupil is moving to in a timely manner.

As part of our school contract with parents, we will agree with parents and pupils which information will be shared as part of transition.

When a pupil transfers to a new school or college, we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this. During the transition to College, the following extra support may be offered;

- Discussions with the college regarding the SEND.
- Extra visits to the college.
- Outcomes written within an EHCP to reflect the move to a new educational institution.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Extra Literacy Interventions
- Extra Numeracy Interventions
- Timetable and/or curriculum adaptation
- Work experience placements
- Alternative provision when appropriate
- SEMH support
- Pastoral student support plan
- Specific interventions as listed on EHC Plans or as guided by external agencies.

As well as work with other agencies to support our pupils needs (see 5.13)

Alongside this, all pupils with an identified Special Educational Need or Disability will also have a Pen Portrait / One Page Profile completed. This is completed in conjunction with the pupil so they can contribute to ideas of how to best support them in the classroom. These portraits are then distributed to relevant teachers and teaching assistants with extensive information on the pupils' needs and the best methods of supporting them.

Education, Health and Care Plans

HPRS will liaise closely with schools to ensure that there is a smooth transition for pupils who already have an EHC Plan. At least one annual review will be held each academic year for children with EHC Plans. Our annual reviews are person centred, parents and pupils are expected to contribute heavily to these meetings to ensure that the needs of the pupil are being sufficiently met.

Parents or their children may wish to call an early annual review or a second annual review if they have concerns about the child's progress or provision.

Where parents are interested in taking the personal budget for their child, they are encouraged to discuss this at the annual review with the SENCo.

Where a parent feels that their child warrants an EHC Plan, they are advised to contact the SENCo to discuss this further. Where a pupil is identified with a SEND and a graduated approach has been unsuccessful in narrowing the progress gap, the SENCo will discuss this with the parents or guardians of the child and may make an application for a statutory assessment with the aim of securing an EHC Plan for the student.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- HPRS will enable pupils with SEN to engage in activities available to those at HPRS who do not have SEN
- HPRS will provide support for improving emotional and social development, where there is an assessed need by supporting 1:1 literacy and numeracy catch-up lessons.
- We have a zero tolerance approach to bullying of or by any pupil

➤ HPRS will work with, and refer pupils to, other agencies when and where appropriate

5.8 Additional support for learning

We have a number of teaching assistants and higher level teaching assistants who are trained to deliver specific interventions or support students in a variety of ways.

Teaching assistants will be deployed to support pupils with EHC plans where it is stated within the provision of Section F of the child's plan.

Teaching assistants will support pupils in small groups when;

- A group of pupils is identified as not making adequate progress.
- A specific intervention is required for a group of pupils.

5.8.1 Access Arrangements

Access arrangements are put in place for those pupils who need extra support and help to complete their examinations. Access arrangements came into existence following the Equality Act of 2009. They ensure that examinations are a level playing field for all pupils, irrespective of any Special Educational Need or Disability.

All pupils will complete a screening programme as part of their induction to HPRS to identify any who need further investigations. For pupils to receive Access Arrangements, HPRS must have evidence that it is their normal way of working. For example, does the pupil require extra time to complete work in every day lessons? This evidence is obtained through teacher statements and sits alongside other evidence that the pupil requires extra support, such as a pen portrait.

Access arrangements could include;

- Extra time
- A scribe
- A reader
- A prompt
- Supervised rest breaks
- A separate room

Where there is a recent medical condition that may inhibit a pupil from completing their exams, a letter from a medical professional may be required to be submitted to the exam board.

5.9 Expertise and training of staff

Our SENCO is completing the National SENCo Award and has 8 years of experience in Teaching

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff regularly have CPD on many areas of SEND such as Autistic Spectrum Disorder, Specific Learning Difficulties and Attention Deficit Hyperactivity Disorder. During this CPD, staff are made aware of the signs and symptoms of a particular SEND and been given strategies to help support pupils with that SEND.

We may use specialist staff for detailed SEND assessments or when a professional from an external agency wishes to work with a particular student in the school setting. This may include Occupational Therapists, Physiotherapists, Speech and Language Therapists or Educational Psychologists.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a predetermined amount of time
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of the enrichment activities and school visits provided at HPRS are available to all our pupils.
- All pupils are encouraged to go on trips.
- All pupils are encouraged to take part in non-classroom based activities provided by HPRS.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Please see our Accessibility policy for further information on accessibility at HPRS which covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of HPRS student voice and their views are actively sought.
- Pupils may receive social interaction intervention.
- Pupil views are sought when reviewing their progress, through the application for an EHCP and as part of the Annual Review process.

We have a zero tolerance approach to bullying with clear and robust policies and procedures for dealing with bullying.

5.13 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Multi-agency safeguarding hub (MASH)
- Child and adolescent mental health service (CAMHS)
- Occupational Therapy
- Physiotherapy
- Speech and Language therapy
- Early Help Assessment Team, such as Vennture or No Wrong Door

This is not an exhaustive list, but the professionals listed above can play a key role in supporting the work we do in school to ensure the pupil makes progress.

5.14 Complaints about SEN provision

Complaints about SEN provision at HPRS should be made to the SENCO in the first instance. They will then be referred to the HPRS complaints policy if the matter is unresolved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEN

The SENCo can be contacted by the Centre the pupil attends at:

- H3 Hospital School
01432 343636
admin@h3.hprs.hereford.sch.uk
- The Aconbury Centre
01432 341096
ks3admin@hprs.hereford.sch.uk
- St Davids Centre
01432 274485
Ks4admin@hprs.hereford.sch.uk

Alternatively, SENDIASS offer free, impartial advice to students and their parents. They can be contacted;

Telephone – 01432 260 955 / Email - sendiass@herefordshire.gov.uk

5.16 The local authority local offer

Our contribution to the local offer is included within this document as ‘SEN Policy and Information Report’

Our local authority’s local offer is published here: www.herefordshire.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **annually** in consultation with the Management Committee and the SEN representative of the Management Committee. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Access Arrangements Policy

Annual review

The review of a statement of an Educational Health Care Plan that a local authority (LA) must make within 12 months of making the statement or, as the case may be, of the previous review.

Autistic Spectrum Condition (ASC)

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

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

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

Pupils with ASCs may have difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with ASCs have a different perception of sounds, sights, smell, touch and taste, and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively, e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills, have difficulty adapting to new situations and often prefer routine.

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

Carer

For the purpose of the Code, a carer is a person named by an LA to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because he or she has care of the child (see the definition of 'Parent'). If so, he or she will have a role to play in the consideration of a child's SENs.

Child Protection Register

In each area covered by a social services department, a central register must be maintained that lists all the children in the area considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

Children 'in need'

A child is deemed to be 'in need' if:

- he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the LA
- his or her health and development is likely to be significantly impaired or further impaired without the provision of services by the LA
- If he or she is disabled (Section 17(10), Children Act 1989).

Disapplication

Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these, including entire subjects or the entire National Curriculum (see also 'Modification')

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Specific literacy difficulty (SpLD)

Pupils with specific literacy difficulty have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Specific learning difficulty (SpLD) Dyspraxia

Pupils with dyspraxia are 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 and their language late to develop. They may also have poor awareness of body position and poor social skills.

Education supervision order

This is an order that LAs, under section 36 of the Children Act 1989, can apply for to put a child of statutory school age who is not being properly educated under the supervision of the LA, with the intention of ensuring he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Education welfare officer

This is a person employed by an LA to help parents and LAs meet their respective statutory obligations in relation to school attendance. Education welfare officers also carry out related functions such as negotiating alternative educational provision for excluded pupils. In some LAs, education welfare officers are known as education social workers.

Funding authority

The Education Act 1993 provides for the establishment of two funding authorities: in England, the Funding Agency for Schools (FAS), which was established on 1 April 1994; and in Wales, the Schools Funding Council for Wales (SFCW), which the Act empowers the Secretary of State for Wales to set up by Order. No Order has yet been made.

The FAS is responsible for calculating and paying grants to grant-maintained and grant-maintained special schools and has responsibilities for the provision of school places in areas where there are significant numbers of grant-maintained schools. The SFCW has similar responsibilities.

Hearing impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Integration

This incorporates the education of children with SENs together with children without SENs in mainstream schools wherever possible and ensuring that children with SENs engage in the activities of the school together with children who do not have SENs.

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Modification

This refers to the amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also 'Disapplication').

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Named LA Officer

This is the person from the LA who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. LAs will inform parents of the identity of the officer when they issue a notice of a proposal to make a statutory assessment of a child. Named person This is the person whom the LA must identify when sending parents a final version of a statement. The named person, who should usually be identified in cooperation with the parents, must be someone who can give parents information and advice about their child's SENs. He or she may be appointed at the start of the assessment process and can then attend meetings with parents and encourage parental participation throughout that process. The named person should normally be independent of the LA and may be someone from a voluntary organisation or parent partnership scheme.

SEN Support Plan

This is a plan issued to the child's parents and school when, following a statutory assessment, the LA decides not to make a statement. The plan should describe the child's SENs, explain why the LA will not make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the plan sent to the parents and, with their consent, also be sent to the child's school.

OFSTED — Office for Standards in Education / OHMCI — Office of Her Majesty's Chief Inspector (Wales) These are non-ministerial government departments established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England and Wales respectively. Their professional arm is formed by Her Majesty's Inspectors (HMI).

Parent

This is defined in section 114 (1D) of the Education Act 1944, as amended by the Children Act 1989. Unless the context requires otherwise, a parent in relation to a child or young person includes any person who:

- is not a natural parent of the child but who has parental responsibility for him or her
- has care of the child.

Section 114(1F) of the 1944 Act states that for the purposes of sub-section (1D):

- Parental responsibility has the same meaning as in the Children Act 1989

- In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Parental responsibility

Under section 2 of the Children Act 1989, parental responsibility falls upon:

- All mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- Mothers who were not married to the father at the time of the child's birth
- Fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order
- Parental responsibility has the same meaning as in the Children Act 1989
- In determining whether an individual has care of a child or young person, any absence of the child or young person at a hospital or boarding school and any other temporary absence shall be disregarded.

Under section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department (SSD) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.

A person holding parental responsibility may make arrangements for another person to exercise that responsibility on his or her behalf — for example when the parent is on an extended visit abroad or during a time in hospital. This delegation does not remove the original parental responsibility. The Children Act 1989 introduced a concept of enduring parental responsibility (section 2(6)), which can only be removed through a court and which confers duties as well as rights on all those who have such responsibility.

Parental responsibility is defined under section 3(1) of the Children Act 1989 as covering all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

Peripatetic teacher (or specialist, advisory, or support teacher)

This is a teacher with specific expertise who travels from school to school and is employed by the LA to give appropriate specialist advice and support to the child and the school. Often 15 he or she will also teach children with SENs on a sessional basis, usually when an individual school does not justify the services of a full time teacher for the purpose.

Physical disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Portage

This is a planned approach to home-based pre-school education for children with developmental delay, disabilities or any other SENs. Portage began in Portage, Wisconsin, USA, and there is now an extensive Portage network in the UK, which is overseen by the National Portage Association.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

Regional Organisations Expert in Information Technology for Communication Difficulties

This refers to the Aids to Communication (ACE) centres in Oxford and Oldham, the Centre for Micro-Assisted Communication at Charlton Park School, London SE7 and Communication Aids Centres funded under the NHS.

Responsible person

This is the headteacher or appropriate governor that is chair of the governing body unless the governing body has designated another governor for the purpose. In the case of a nursery school, the responsible person is the headteacher. The responsible person must be informed by the LA when they conclude that a pupil at a school has SENs. The responsible person must then ensure all those who will teach the child know about his or her SENs.

SCEA

This is the Service Children's Education Authority, which oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.

SEN coordinator (SENCo)

This is the member of staff of a school who has responsibility for coordinating SEN provision within that school. In a small school the headteacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

SEN Disability Tribunal (SENDIST)

This is an independent tribunal set up by an Act of Parliament for determining appeals by parents against their LA about children's SENs, where parents cannot reach agreement with the LA. SENDIST also considers parents' claims of disability discrimination in schools.

Severe Learning Difficulty (SLD)

Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their pre KS1 emergent skills will be assessed using an Early Years Curriculum Profile Standard for Knowledge and Understanding.

Transitional arrangements

These are legal provisions that provide for a smooth changeover from the legal regime established by the Education Act 1981 and the Education (Special Educational Needs) Regulations 1983, to those established under the Education Act 1993 and the Education (Special Educational Needs) Regulations 1994.

Transition plan

This is a plan that should form part of the first annual review after the child's 14th birthday and any subsequent annual review. The purpose of the plan is to draw together information from a range of individuals within and beyond the school to plan coherently for the young person's transition to adult life.