



SEND Information Report 2023

Introduction / Overview

Woodside School promotes learning for life.

We are an inclusive, aspirational learning environment where children, families, staff, Governors and the wider community learn together in an atmosphere of co-operation and tolerance. As a community we promote self-discipline, understanding, empathy, co-operation, perseverance and independence.

All our children with SEND are fully included in all opportunities, both within and outside of the school day, alongside children who do not have SEND.

We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual. Every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children. We provide an open, stimulating environment in which every child feels safe, valued and happy.

We encourage parents and the wider community to take an active interest in the education of our children and to feel an ownership of their school. Our ethos forms the core of our planning and teaching.

Primarily, it is the responsibility of the class teacher to ensure the progress and development of the pupils in their class, supported by our Special Education Needs Team:

- Charlotte Towne – SENCo (Nursery, Reception and Years 1 to 6)
- Paul Robinson – SEND Trustee

For more information, please contact the SENCo,

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or go to <https://www.shropshire.gov.uk/the-send-local-offer/>

Definitions of SEND

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice 2015)

Areas of Need:

Communication and interaction Children and young people with speech, language and communication needs (SLCN) 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 speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Children with specific learning difficulties (SpLD) which affect one or more specific aspects of learning may need additional support. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning

How we consult with parents and carers of children with SEND

At Woodside Primary School we aim to work with all parents to ensure that the best possible provision is put in place for all pupils. We have an open door policy and parents are welcome to come into school at a mutually convenient time to discuss any concerns they may have.

Parents are consulted at each stage of their child's education and their views and wishes are extremely important.

Any necessary referrals to outside agencies are made in partnership and consultation with the child's parents. After an assessment has been completed, school will discuss with parents both the findings and the implementation of suggestions made.

Parents are invited to come into school termly to discuss their child's Pupil Centred Plan (PCP), the progress made and the setting of new targets in addition to receiving an annual written report. Parents of children with an Education Health and Care Plan (EHCP) attend two termly meetings as well as an annual review meeting; their views are recorded as part of the meeting.

How we involve our pupils with Special Educational Needs in their learning

All pupils are encouraged to develop a good understanding of their learning. Discussions about individual progress and targets form an important part of daily interventions. The voice of the pupil is gathered through discussion with the child at regular intervals such as when reviewing PCPs, at Annual EHCP Reviews and also when referring a child to an outside agency.

How we support our Looked After Children

Our approach to supporting the educational achievement of Looked After Children (LAC) is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

As for all our pupils, we are committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

How we support our pupils at times of transition

When pupils move from one class to another, they are given the opportunity to familiarise themselves with their new environment. Staff members share successful interventions and strategies with the teachers of pupils who are transferring to ensure that these continue to be used effectively.

At Woodside Primary School, we work closely with our local Secondary Schools. When an Annual EHCP Review is held, the SENCO from the prospective Secondary School is invited to attend. This facilitates additional transition visits and enables parents to express any concerns that they may have. For pupils without an EHCP, the Primary and Secondary School SENCOs work closely together along with the teachers and Head of Year, to ensure that support is put in place before they begin.

In addition, children who are deemed likely to find transition challenging are invited to join small discussion groups run by experienced staff and are often invited to attend extra transition days to the secondary school of their choice.

How we adapt our curriculum and learning environment to include pupils with SEND

All the pupils in our school are encouraged to participate fully in all areas of the curriculum and we have high expectations of all pupils. The curriculum is carefully differentiated for all pupils with Special Educational Needs, either by expected outcome, resources provided or the amount of adult support they receive.

Our provision for pupils with SEND

1. Speech, Language and Communication Needs

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> The class teacher and the teaching assistant keep careful track of the child and record any observations. A child who continues to be of concern will be observed by or discussed with the SENCo who will either suggest intervention strategies or have a phone consultation with the Speech and Language Team (which is also offered for parents). We use Stoke Speaks Out, Mini Speech screener or an articulation screener to identify specific areas of need. The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, other interventions are suggested and, if appropriate, a referral to request an assessment by the Speech and Language Team is made (or an EHCP or GSP may be requested). Pupils are regularly reviewed through internal tracking data, standardised assessment scores, NFER assessments and national assessments such as Early Years Foundation Stage (EYFS) Development Matters, EYFSP, EExAT, SATs and phonics screening at Year 1. Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> We have a number of members of staff trained in the use of ELKLAN to develop Speech and Language. Staff model correct uses of language by subtle repetition. Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. Children are encouraged to share their ideas, beginning with talking about areas of interest to them through activities such as 'Show and Tell'. They then contribute to small group discussions and once comfortable, they are encouraged to share their ideas with the whole class. Makaton is used as part of everyday practise in our nursery and reception classes. It is also used with specific children where necessary throughout the school. Our phonics programme has signs to support children to learn sounds. 	<p>Specific interventions recommended by the Speech and Language team are used, alongside school-based interventions such as</p> <ul style="list-style-type: none"> Differentiated Bug Club phonics groups Contrastive Pairs Word Aware activities Communicate in Print Makaton signs and symbols Language for thinking Talkboost

2. Autistic Spectrum Disorder

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCO will observe and suggest intervention strategies and resources. Parents will be consulted to discuss the child's presentation at home and to share the strategies that are being put in place at school. • The pupil will be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested, or the Early Help process is initiated. • Parents can also approach their GP or health visitor with any concerns; they may refer to a paediatrician for further assessments. • If appropriate, an Educational Psychologist or specialist agency referral will be requested. If professionals are in agreement a referral to the BeeU service may be submitted to facilitate further assessments. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores, NFER assessments and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1. • If concerns continue and the child's needs require additional provision, a request for an EHCP or GSP may be submitted. • Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language. Instructions are given in smaller chunks. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Social stories/comic strip conversations. • Visual timetables. • Quiet / special places offered for reflection. • Intervention groups to help individuals to manage their emotions • Specialist resources are available to help manage sensory needs • Zones of Regulation activities

3. Cognition and Learning:

a). Moderate / Mild Learning Difficulties

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> The class teacher and the teaching assistant keep careful track of the child and record any observations. A child who continues to be of concern will be observed by the SENCo, who will suggest intervention strategies or, if appropriate, an external agency who will suggest strategies. The pupil will be carefully monitored and reviewed after a term, to ensure that progress is being made. If no progress has been made, other interventions are suggested, another referral may be made, or if appropriate, an EHCP or GSP may be requested. Pupils are regularly reviewed through internal tracking data, standardised assessment scores, NFER assessments and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1. Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> Pupils are encouraged to work within small groups with the support of an additional adult. Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> Individualised spellings Daily reading and comprehension activities. Rapid Reading /Phonics scheme. Paired reading Precision teaching SNIP spelling intervention Small group learning opportunities Differentiated Bug Club phonics groups

b). Specific Learning Difficulties e.g. Dyslexia, Dyscalculia and Dyspraxia

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> The class teachers and teaching assistants track each child's progress and record any observations. If the child's progress and attainment continues to be of concern, the SENCO will recommend the use of a screener 	<ul style="list-style-type: none"> Pupils work with a teaching assistant within a small group when appropriate. For some activities pupils are ability grouped. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> Dyslexia Screener (assessment)

to help identify specific areas of difficulty and interventions will be implemented to support these needs.

- For some children an assessment with an Educational Psychologist or LSAT is requested. Some children may be referred to the Occupational health team for further assessment.
- The child will then be carefully monitored and reviewed after a term to check that progress is being made.
- If a child's difficulties continue to significantly impact their progress and they require additional provision a request for an EHCP or GSP will be considered.
- Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1.
- Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested.

- Pupils receive specific interventions with teaching assistants. Pupils access resources to support their learning such as word banks, dictionaries, number lines, practical apparatus etc.
- Overlearning of concepts.

- Dyscalculia Screener (assessment)
- Coloured overlays
- Cool Kids
- Write from the Start
- Sloped desk.
- Specialist pencils/pens
- Precision teaching
- Differentiated Bug Club phonics groups

4. Social, Mental and Emotional Health

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern the SENCo will observe and suggest intervention strategies. If concerns still exist, the Early Help process will be started, if appropriate. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adult model how to take turns, share and negotiate with their peers. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Adult Learning Mentors, who provide 1:1 support on a regular basis, as required. • "No Worries" group

- Parents can also raise concerns and refer their child for assessments by visiting their GP or speaking to their health visitor.
- If concerns continue referrals to outside agencies may be considered such as BeeU or Spectra.
- If the child's difficulties are having a significant impact on their learning a request for an EHCP or GSP may be considered.
- Pupils are regularly reviewed through internal tracking data, standardised assessment scores, NFER assessments and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1.
- Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested.
- Anger Management group
- Transition support groups
- Zones of Regulation
- 'Talkabout' intervention groups
- Sessions with our Mental Health Practitioner or Smash Life.

5. Sensory and/or Physical a). Hearing Impairment

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern, the SENCo will observe and suggest intervention strategies and parents will be asked to request an assessment by visiting their GP. • Pupils with diagnosed conditions are regularly reviewed and assessed by the Sensory Inclusion Team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. 	<p>Intervention type is specific to each child and include:</p> <ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from sensory inclusion. • Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if

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| <ul style="list-style-type: none"> Pupils are regularly reviewed through internal tracking data, standardised assessment scores, NFER assessments and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1. Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. | <ul style="list-style-type: none"> Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. | <p>this is suggested by the Sensory Inclusion Team.</p> |
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b). Visual Impairment

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> Pupils are monitored carefully and if there are concerns, parents are requested to take their child for an appointment with the optician. For pupils with significant impairments a referral is made to the Sensory Inclusion team. This is usually requested by the child's optician or by an optometrist. Pupils are regularly reviewed and assessed by the Sensory Inclusion team. Additional strategies and interventions are suggested. Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFSP, SATs and phonics screening at Year 1. Pupils with an EHCP or GSP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. Information that is displayed on the whiteboard is presented using a clear and large font, with a colour background if necessary. If this is not possible then the pupils are given a copy of what is to be displayed. If pupils have a significant visual impairment, the teacher will ensure that furniture and resources remain in expected locations so they are easy to find. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> Providing pupils with documents which use a larger font. Using different coloured paper to print worksheets and tasks on to. Using coloured overlays/reading rulers Modification of reading books Use of exercise books with bold lines Use of strategies recommended by the Sensory Inclusion Service

c). Physical Difficulties

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an appropriate external agency. • A referral to the occupational therapy team and/or the physiotherapy team will be undertaken if appropriate and additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team and/or the physiotherapy by visiting their GP. • If appropriate a request for an EHCP is made and additional interventions and strategies are put into place to support the pupil. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of class or small group to listen to the ideas of others. If necessary, an adult will sit near pupils to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible they are given different resources or the subtle support of an adult so they are able to participate. • When pupils are using tools and resources, the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Cool Kids • Write from the start • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips / tri-grip pencils • Lap tops • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team. • Writing slope

How do we involve parents and carers?

At Woodside Primary School parents are involved at each stage of their child's education. We have an open door policy and parents are encouraged to discuss concerns with staff as they arise at a mutually convenient time.

All parents are invited into school for termly meeting with the class teacher to review and update their child's PCP. Their views are important to the school and these are recorded within the reviews. The level that the pupil is working at is reported to the parents and progress is highlighted. Advice about how a parent/carer can support their child's learning is provided at these meetings. Parents are invited to sign and take a copy of their child's PCP after their termly meeting.

An annual report is also provided for parents, which they are welcome to discuss at a mutually agreed time.

How we involve our pupils with Special Educational Needs in the assessment and review process

Pupils are expected to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made, and what they feel their next steps may be on a daily basis as they complete activities. Pupils are encouraged to share their ideas about the way that they learn and areas that they feel they need additional support with.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

The effectiveness of the interventions and the strategies that have been put into place are evaluated through PCP reviews, which are discussed at the termly PCP meeting with parents, and a variety of assessments that take place through the year.

We are also monitored by the Local Authority through Monitoring Visits to ensure that the interventions that are in place are having a high impact and also to ensure that all pupils are making good progress. The school is monitored by Ofsted and the pupils with SEND are reviewed and monitored by the Local Authority.

How we ensure access to facilities for all of our pupils

We adhere to the Equalities Act 2010; The Education Act 2011; The Special Educational Needs and Disability Regulations 2014 and Special Educational Needs and Disability (SEND) Code of Practice 2015.

Pupils with special educational needs have access to a range of extra-curricular physical activities which are available either side of the school day. Pupils also have access to individual music tuition for a range of instruments such as piano, clarinet etc.

What training have our teachers and other staff had to enable them to support the pupils with Special Educational Needs effectively?

All teaching staff are responsible for pupils with Special Educational Needs. They liaise with teaching assistants on a regular basis to ensure that they have a good understanding of the interventions used to support pupils. This also contributes to the teaching assistant's professional development as they increase their understanding of different support strategies. Staff in our school participate in professional development training to enable them to support their pupils effectively. As part of an ongoing programme, our staff receive training in aspects of Special Educational Needs and disabilities. We have expertise in several areas of need and provide individual and group teaching to meet needs in order to facilitate learning and progress.

We have staff who are experienced in working with children with autism, ADHD, Down's Syndrome, visual impairment, hearing impairment and cerebral palsy.

Staff have received training in many aspects of SEND including: Speech and Language, Talkboost, Makaton, ELKLAN, visual impairment, autism (including anxiety, anger and sensory issues), Attachment, dyslexia, dyscalculia, paired reading, precision teaching, Cool Kids, touch typing, Wordshark, MindEd, Mental Health First aid, mindfulness and disability awareness. Should specialist advice need to be secured, we have links to various agencies who can provide this.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We have close links with outside agencies, including SPECTRA Inclusion Services, Local Authority Educational Psychologists, Independent Educational Psychologists, the Occupational Therapy Team, the Sensory Inclusion, the Speech and Language Team and Disabled Children's Team who provide advice, assessments and specialist equipment.

Referrals to these agencies are made in partnership with parents, who receive copies of reports and also opportunity to speak to the relevant specialists regarding their children.

We access Health and Social Care bodies and local authority support service through Early Help and Strengthening Families. This process allows us to access Shropshire Recovery Partnership, EnHance, Lifelines, BeeU, Children's centres, Targeted Youth and PACT.

We can also request advice and support from voluntary organisations such as NSPCC, Autism West Midlands, All-in Project and Young Carers support.

How we support the social and emotional development of our pupils with Special Educational Needs

At Woodside Primary School we actively seek to support and nurture the emotional and social well-being of all pupils. We monitor all pupils carefully and encourage pupils to talk to the adults in our school if they are anxious or worried about anything.

If we are aware that there are pupils who are emotionally or socially at risk, we work with them using specific interventions, such as the use of Learning Mentors, "No Worries" groups and Transition groups.

If we as a school are unable to support the pupils in our care, then we will complete the Early Help process or make a referral to our Mental Health Practitioner from the Young People and Families Mental Health Services, if this is appropriate.

If you have any questions or concerns about our provision for children with Special Educational Needs

We have an open door policy at our school and parents are encouraged to discuss concerns or questions that they may have as they arise with either the class teacher or SENCO. If parents feel that the school has not supported their child adequately, they have the right to bring this to the attention of the Head Teacher or the Chair of Governors. The school will then try to resolve this internally, for example discussing other ways that the child could be supported. For more information, please contact the SENCo, Charlotte Towne, at Woodside School, Gittin Street, Oswestry, Shropshire, SY11 1DT Tel: 01691 652446 E-Mail: sen@woodside.shropshire.sch.uk

Useful links: Shropshire Council Local Offer – <http://new.shropshire.gov.uk/the-send-local-offer/> has lots of information, support and resources for parents/carers of children with SEND including education, EHCPs, health and wellbeing, early help, family support, financial support, transport, things to do and lots more. IASS – <http://www.cabshropshire.org.uk/shropshire-iass/> AWM – <http://www.autismwestmidlands.org.uk/> Early Help – <http://new.shropshire.gov.uk/early-help>

Glossary of useful terms

ASD – Autistic Spectrum Disorder

BeeU – Emotional Health and well-Being Service

Bug Club – In school phonic programme

Cool Kids – A structured program, recommended by Occupational Therapy, which supports gross motor skill development and sensory processing needs.

Dyscalculia – A specific learning disorder that is characterised by a lack of number sense, difficulties in learning basic arithmetic facts and performing accurate and fluent calculations.

Dyslexia – A general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, irrespective of overall intelligence.

Early Help – This is the pathway to enable agencies, such as parenting practitioners to work with children and their families.

EHCP – Education Health and Care Plan

ELKLAN – Speech and Language Training

EYFSP – Early Years Foundation Stage Profile

GSP – Graduated Support Plan

LAC – Looked After Children

Letters and Sounds – Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills

LSAT – Learning Support Advisory Teacher

NFER – NFER tests provide standardised and age-related scores which have been nationally benchmarked

PCP – Person Centred Plan

Phonics Screening – The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6

SATs – Standard Assessment Tests (National tests undertaken in Yrs 2 & 6)

SENCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities

Write from the Start – The Teodorescu Percepuo-Motor Programme is a resource book that develops perceptual and fine motor control. It is often recommended by the Occupational Health Team.