

## **SEN JARGON BUSTING!**

### **Special Educational Need (SEN)**

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

### **Code of Practice (COP)**

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

### **Educational Psychologist (EP / Ed. Psych.)**

An educational psychologist can offer help and guidance for children with physical, emotional, behavioural or learning difficulties. They can offer general advice or carry out assessments.

### **Individual Behaviour Management Plan (IBMP)**

Some children with SEMH difficulties may need to follow a different version of our school behaviour code. This will be individually tailored to the child's specific difficulties and is reviewed regularly

### **Special Educational Needs Co-Ordinator (SENCO)**

A teacher nominated by the school to take overall responsibility for the provision of SEN in that school. At Bishopswood School this is primarily a co-ordinating, administrative role, not a teaching one. The role of the SENCO includes liaising with staff, parents and external agencies; advising teaching staff; allocating special needs assistants; monitoring SEN provision and interventions in school; completing SEN administrative paper work; and carrying out informal assessments on children.

### **Education, Health and Care Needs Plan (EHCP)**

(this used to be called a Statement)

A child with severe educational needs, formally assessed by the Local Education Authority, may be issued with an Education, Health and Care Plan. This is a legal document allocating extra provision to support the child. The amount of additional support varies from child to child, and area of need. These plans are only issued after intensive assessment by a range of outside agencies.



## *Caring, Respecting and Thriving Together*

### **YOU KNOW WHERE WE ARE!**

Bishopswood's ethos values pastoral support as much as academic support. We have an open door policy and proactive approach to dealing with any concerns or issues that the children face. This is to ensure that our schools have a happy, safe and caring environment for all. We honestly work as hard as we can to support your child in any way that we can. We want to involve parents and children in their education as much as possible. If you ever want to discuss your child's needs or educational provision, please do contact us.

### **BISHOPSWOOD SCHOOLS FEDERATION**

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RG26 3NA

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Infants: 0118 9812836

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[adminoffice@bishopswood-jun.hants.sch.uk](mailto:adminoffice@bishopswood-jun.hants.sch.uk)



**SENCO: Emily Evans**

**SEN Assistant: Kim Pike**

**SEN Governor: Mrs Lucy Manners**

You can also find additional advice and information from the following websites:

[www.bishopswood-inf.hants.sch.uk/](http://www.bishopswood-inf.hants.sch.uk/)

[www.hantslocaloffer.info](http://www.hantslocaloffer.info)

[www.parentvoice.info](http://www.parentvoice.info)

[www3.hants.gov.uk/support4send](http://www3.hants.gov.uk/support4send)



## **Special Educational Needs**

**at**

## **Bishopswood Schools Federation**



**This leaflet provides information  
about how the provision for  
children with Special Educational  
Needs (SEN) operates across the  
Bishopswood Schools Federation.**



## SEN PROVISION

*'Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age.'*

Special Educational Needs and Disability  
Code of Practice

(July 2014)



## IDENTIFICATION

A child may arrive from the previous phase already identified as having special needs. Liaison takes place between the pre-school, infant and junior schools so that transfer can be as smooth as possible for these children.

Throughout the school, formal and informal assessments take place. These assessments may help to identify a child who:

- is significantly behind their peers who have started from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We may feel that a child requires a bit of extra support to ensure that they don't fall behind. Parents are always informed if we are putting in additional support for their children.

## ASSESSMENT

Once a concern has been raised (by the child, a parent, class teacher or the SENCO) the school may test your child further to allow clearer identification of the nature of the need and therefore find the best way of ensuring appropriate provision.

Tests used include –Dyslexia Early Screening Test (DEST) ; Salford Reading Test; Sandwell Numeracy Assessment; Screening and Intervention for Dyslexia, Notably in the Early Years (SIDNEY); Speech and Language screening which includes Language Link for KS1/2.

## SUPPORT

All children who have special educational needs have their progress carefully recorded and have specific targets set. These targets are recorded in an **Individual Support Plan (ISP)**. They are regularly monitored and reviewed termly. New targets are set according to the child's progress and needs. The child's progress and targets can be discussed with class teachers or the SENCO at any time. Progress against these targets is also discussed with parents at a termly parents evening. A summary of the child's targets, provision and progress goes home to parents alongside their annual school report.

## INTERVENTION

We aim to meet the needs of our children primarily through quality teaching and differentiation. It may be necessary to offer further interventions to support your child's learning. These may include: emotional literacy support with an assistant (ELSA); fine or gross motor skills; speech and language activities; Thrive (emotional development); specific reading, writing, phonics or maths key skills teaching.

## OUTSIDE AGENCIES

We may recognise that your child requires specific expertise in order to meet their needs. When appropriate we liaise with external agencies. All of these agencies work closely with both school and parents.

External agencies accessed by school include:

- Educational Psychologists (HIEPS)
- Children's Health
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy
- Primary Behaviour Service (PBS)
- Specialist teacher service for visual, hearing and physical impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Services (EMTAS)



## BROAD CATEGORIES OF NEED

There are four broad categories of SEN. Some children may have needs in one particular area, others may have needs that overlap.

### Cognition and learning needs:

Support may be required when children find learning difficult, even with appropriate differentiation. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Communication and interaction needs:

Children with speech, language and communication needs 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 that they may not understand or use social rules of communication.

### Social, emotional and mental health difficulties (SEMH):

Children may experience a wide range of social and emotional difficulties which may have an impact on their learning. This could include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have diagnosed disorders such as attention deficit disorder, attention deficit hyperactive disorder or an attachment disorder.

### Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and equipment to access their learning.

