KEYS ACADEMIES TRUST

Special Educational Needs and Disabilities (SEND) Policy Version 2.0

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1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our schools to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. 2.0: Updated Appendix 2 with new child development version of ordinarily available provision.

2.2. 1.1: Inclusion of new Trust Graduated approach to SEND.

2.3. 1.2:

a) Inclusion of the definitions of the four areas of need (appendix 3)

b) Formatting update

3. Introduction and Purpose

3.1. This policy sets out our vision and principles for children and young people with SEND and our expectations for our academies across the Trust.

The offer in our curriculum and wider activities within each of our academies can be found in the SEND Information Reports which are published on our academy websites.

3.2. These expectations will ensure we are compliant with both the requirements and the ethos of the previous and future SEND reforms and serve to improve outcomes for all learners. This policy refers to the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014).

3.3. Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding, and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how children and young people are helped to learn, achieve, and participate fully in the life of the school. Inclusion focuses particularly on those groups of children who have historically been marginalised or who have underachieved. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners' needs – this is equity in learning.

3.4. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. All children, including those identified as having special educational needs and / or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, delivered by well qualified staff and enables them to be fully included in all aspects of school life.

3.5. All schools in England must have regard to the Code of Practice (2014) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN (Special Educational Needs) or disabilities as set out in guidance and law.

3.6. Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

3.7. The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all learners." Teachers must "have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Teachers Standard 5).

4. Scope

4.1. This policy applies to all Keys Academies Trust staff, as well as professional services staff when considering reasonable adjustments, funding, and provision for learners with SEND.

5. Legislation and Regulation

5.1. This policy is compliant with the following legislation and regulation:

a) The Special Educational Needs and Disability Code of Practice 2015.

b) The Equality Act 2010.

c) The Children and Families Act 2014, Part 33.

d) The Special Educational Needs and Disability Regulations 2014.

6. Definitions within this Policy

6.1. Definition of SEND (Special Educational Needs and Disabilities)

There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up.'

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her, for a sustained period, usually more than 12 weeks.

A child of school age or a young person has a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or;

b) Have 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 or mainstream post-16 institutions.

7. Definition of Disability

7.1. Many children and young people with SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, or epilepsy.

7.2. The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

a) Not directly or indirectly discriminate against, harass, or victimise disabled children and young people.

b) Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

8. Learners with SEND

8.1. The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:

a) Communication and Interaction (C&I)

b) Cognition and Learning (C&L)

c) Social, emotional, and mental health difficulties (SEMH)

d) Sensory and/or physical needs (S/PD)

8.2. In line with the Code of Practice, all academies follow the Trust graduated approach to a learners' special educational needs (Appendix 1). This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes." This is referred to as the Assess, Plan, Do, Review (APDR) process.

8.3. The Responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the school, with key personnel identified and recognised, and where continuing professional development (CPD) and performance management are successful in improving outcomes for learners with SEND.

8.4. Enjoyment and innovation for learners with SEND is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations and a belief that learning is without limits.

8.5. Interventions designed to support learners with additional needs must be based in evidence, using information on the Education Endowment Fund website, carefully balanced with the provisions listed in EHCPs. Staff delivering interventions must receive robust training, planning and assessment time to ensure that effectiveness and impact is measured and evidenced.

8.6. The aspiration and development of learners with SEND should be scrutinised through robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all learners are well-prepared for the next stages of their educational journey.

8.7. There should be a continual focus on preparing students with SEND for adulthood within the curriculum offer. The Preparing for Adulthood agenda requires a focus on supporting learners to develop independence in:

a) Independent living.

b) Accessing employment and training.

c) Accessing the community.

d) Managing their health.

8.8. Collaboration and inclusion are most successful when the provision for learners with SEND is carefully considered and innovative, with opportunities available for personalisation and flexibility. This may include providing a curriculum offer which is different from and / or additional to that already offered and which secures effective partnership working for all involved – including parents / carers.

8.9. Honesty and integrity are essential to the early identification of learners' needs; where the SEND register is an accurate and regularly updated 'live document' and where specialist support is available 'at the right time' there is greater impact from the intervention.

9. Trust Commitments

9.1. Keys Academies Trust is committed to working across academies and utilising Trust expertise, local and special agencies, parent support and guidance to ensure a child-centred approach.

9.2. Keys Academies Trust is committed to legal compliance and a genuine desire to support all children and young people.

9.3. The Trust will ensure that:

a) All academies have regard for the voice of the child or young person with SEND as well as those of the parent or carer, and consider their feelings, wishes and views.

b) Academies work closely with local authorities including the Local Authority in which the academy is located, and the home local authority of children with SEND to assist them in fulfilling the obligations under Part 3 of the Children and Families Act 2014 and its associated guidance.

c) All academies have procedures and professionals in place to enable them to fulfil their statutory duties and to drive the ethos and vision that runs through the SEND Code of Practice.

d) All academies provide robust progress updates and data to families three times annually as a minimum, in line with the SEND Code of Practice.

e) All academies follow the Trust Guide to High Needs Classrooms when managing pupils who need access to enhanced provision alongside their mainstream learning.

f) New starters in EYFS receive a language rich, high-quality communication and interaction curriculum supporting(ed) by the Trust Director of Primary.

10. Support for Keys Academies Trust Settings

10.1. The Director of Inclusion will ensure that the strategic direction of SEND is embedded and considered across all the academies by working with school leaders to develop and sustain effective systems and structures to maximise outcomes for learners with SEND. This will include identifying training for staff and direct support for SENDCos, the wider staff and school leaders.

10.2. From time-to-time, the Trust's academies may require support and guidance from the Director of Inclusion, for example in:

a) Training for senior leaders.

b) Support in identification and intervention of need.

c) Legal advice, for example attendance at tribunals or mediation to support school staff.

d) Whole staff training and conferences.

e) SEND audits and reviews of provision.

f) Brokering of support services.

g) Cluster meetings to inform and share best practice.

h) Parent / carer consultation groups.

i) Reviewing and advising on complex cases.

j) Quality assuring the extent to which Trust Ordinarily Available and Inclusion Provision)OAIP) in in place (App 2).

11. Education and Health

11.1. All academies must work jointly with education and health care professionals and agencies to secure the best possible outcomes for the children and young people in their setting. Academies will work with local and national providers to secure the services needed to improve outcomes for children and young people with SEND.

These services might include:

a) speech and language therapy

b) physiotherapy

c) occupational therapy

d) educational psychology assessment

e) mental health services

11.2. All academies will make reasonable adjustments for disabled children and young people and will plan to support those with medical conditions.

11.3. As appropriate, academies will ensure that pupils who require access arrangements and special considerations receive them, to support in examinations and embed reasonable adjustments.

12. What Keys Academies Trust Academies will do

12.1. Academies will designate a qualified teacher to be responsible for coordinating SEND provision (the designated SENDCo) who will have completed the relevant SENDCo qualification within three years of taking up the position.

12.2. Academies will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE (Department for Education) *SEND Code of Practice* and publish their Information Reports on their website. This will be reviewed and updated every September to coincide with the start of the academic year.

12.3. Academies will ensure that all teachers accept that SEND is their responsibility, and that class and subject teachers take full responsibility for the progress of the children and young people with SEND whom they teach. To do this, leaders will ensure they have the working knowledge of the SEND Code of Practice needed to ensure provision meets the legal obligations of the academy to pupils with SEND.

12.4. Academies will ensure that learners with SEND acquire the knowledge and cultural capital they need to succeed in life. They will have the same opportunity to partake in all areas of school life. Reasonable adjustments, where possible, must be made to ensure equal opportunity to participate.

12.5. Academies will ensure there is high ambition for learners with SEND and ensure they are not provided with a reduced or inappropriate curriculum. It will be broad and balanced and support progression to the next phase of education.

12.6. Academies will employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to learners being placed on 'SEND support.'

12.7. Where academies identify a trend in need, for example a cohort of new EYFS pupils who need support for speech and language, they will promptly adjust their curriculum planning to develop the area, supported by the Trust Director of Primary and / or school leaders.

12.8. As part of the screening process, academies will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

12.9. In their settings, academies will ensure that children and young people with SEND engage in all activities alongside those who do not have SEND unless a particular provision or arrangement is agreed with the parents or carers, and the child or young person. This includes lockdown / invacuation and evacuation plans communicated clearly and effectively with all stakeholders.

12.10. Class and subject teachers, supported by the SENDCo and school line management system, will make regular assessments of the progress for all learners and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

12.11. Academies will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support needed and specialist input, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support,' academies will make arrangements for an appropriate member of staff, with input from the SENDCo as appropriate, to meet with the parents or carers at least three times a year to review progress and support.

12.12. Academies will ensure that a graduated approach using the 'Assess, Plan, Do, Review' cycle (as set out in paragraphs 6.44-6.56 of the SEND Code of Practice, is in place for all young people on 'SEND Support.' Where a young person has an EHCP and need / diagnosis has changed, they will also have provisions made within the graduated approach.

12.13. After consultation with the parent or carer and the child or young person, an academy will request the local authority to undertake an Education, Health, Care needs assessment for any child or young person for whom we believe this is necessary.

12.14. Academies will do everything they can to meet the needs of young people with SEND including delivering the elements of an EHCP (Education, Health, and Care Plan), and completing Section M best endeavour documentation in the rare event that a provision cannot be made. Costs will be recorded and the Trust Director of Inclusion contacted for advice where provisions cannot be made.

12.15. Academies will work with relevant local authorities in a timely manner to undertake annual reviews of EHCPs (Education, Health, and Care Plan), so that they are conducted within the statutory timeframes and so that they consider the views of the child or young person and those of the parent or carer.

13. Training

13.1. Academies will ensure training is provided to all staff on identifying special educational needs. They will learn about and develop best practice in supporting learners with SEND both inside and outside of the classroom. The collaboration within and across the Trust's academies will support the sharing of best practice for SEND.

13.2. Keys Academies Trust and individual academies will provide training for SEND staff to ensure they are skilled in completing evidence-based interventions both in small groups and within class where applicable. Where possible, this will also include the sharing of best practice from the Trust's settings.

13.3. Skills audits of staff delivering interventions will be held and reviewed at least three times per academic year. Each provision must have resilience in staffing, as it should not be affected by staff absence. Staff delivering interventions must have suitable training, planning and assessment time. Interventions must be based in evidence using the information on the EEF website, alongside the legal provisions in pupils' EHCPs.

13.4. Where academies use assessments such as WellComm (speech and language), PASS and CATs, leaders will ensure that staff are trained to read, understand and adapt provision according to the results. Leaders must ensure that the use of assessment tools are reviewed annually and adjusted if they are not effective. In addition, leaders must ensure pupils are appropriately supported to access the testing.

14. Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG)

14.1. The term EAL learner is often used interchangeably with 'bilingual learner' (DfE 2007); the government definition of a bilingual learner is that it refers to 'all learners who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages. (DfE 2003).

14.2. To ensure equity of learning for EAL and MEG learners, it is important that recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. "EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs."

14.3. English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities must be provided for children who are learning English as an Additional Language as; this may be underpinned by the approaches highlighted for the disadvantaged and more able, where appropriate.

14.4. Enjoyment and innovation for EAL and MEG learners is well evidenced through high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, and actively promotes a safe environment where risk taking is encouraged to enhance independence.

14.5. Collaboration and inclusion are well evidenced when the provision for EAL and MEG learners is well developed and innovative, with opportunities available for personalisation and flexibility; providing a curriculum offer which capitalises on opportunities for active and practical learning experiences and which secures effective partnership working for all involved. This actively includes parents / carers so that they feel confident that their home and community language, and the narratives and culture in which their language is embedded, is respected by the school.

14.6. Honesty and integrity are well evidenced in the appropriate and accurate identification of SEND needs specific to EAL and MEG learners, where an ethos of high expectations for all is promoted and a development of identity and belonging in contemporary British society is embedded.

15. Responsibilities

15.1. Headteachers are responsible for ensuring an appropriately qualified member of staff is the designated SENDCo within their academy.

15.2. Headteachers are responsible for enabling the SENDCo to work strategically within their academy to ensure the best possible education for learners with SEND.

15.3. Headteachers must ensure SENDCOs have appropriate administration support to manage their workload.

15.4. Headteacher must ensure there is a SEND governor on the academy committee.

15.5. SENDCos are responsible for ensuring the education within the academy is compliant with this Trust policy, as well as supporting parents and carers and the learners in meeting their responsibilities.

15.6. Teachers are responsible for working in line with the DfE Teachers' Standards 5 and providing appropriate education for all the learners within their class(es) as outlined in Section 6 of the SEND Code of Practice 2015.

15.7. Trustees and the Executive Leadership Team have overall responsibility for the implementation and approval of this policy.

15.8. All academies are committed to providing:

a) High Quality Teaching (HQT) which meets the needs of all learners, and which is appropriately differentiated.

b) Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups.

c) Opportunities to extend and challenge all learners, so that they can achieve their potential.

d) Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family.

15.9. It is best practice for all academies to also have the following:

a) SEND Action Plan for Improvement.

b) A coordinated provision map, which identifies additional support / strategies by learners, and which can be filtered according to learner characteristics.

c) Links to disadvantaged, SEND and more-able learners in the academy Improvement Plan.

16. Monitoring and Compliance

16.1. Headteachers will monitor compliance with this policy within their academies. Through the agreed assurance activities, the Director of Inclusion will scrutinise the impact of this policy in supporting SEND learners and in meeting the SEND Code of Practice.

17. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Jude MACDONALD	06/06/2023
1.1	Trust Graduated Response Added	Jude MACDONALD	17/04/2024
1.2	Four areas of need definitions added	Jude MACDONALD	23/06/2025
2.0	Job title amendments. Updated Appendix 2: OAP	Jude MACDONALD	02/07/2026

	with new child development version		

18. Appendix 1: Trust Graduation Approach to SEND

	WAVE 1	WAVE 2	WAVE 3	WAVE 4	WAVE S
SUMMARY	UNIVERSAL	PRE-REGISTER (Short-term intervention)	K CODED (Long-term intervention)	EHCP	AT GUIDANCE FOR SPECIALIST
EXAMPLES	QFT OAP Teacher interventions and additional support	RSL intervention Fine motor skills Social skills Dyslexia adjustments OT adjustments PD swimming Phonics intervention PASS SEMH support Sensory circuits	Nurture Altern8 Forest school External advice 1:1 SALT Comms plan Therapeutic analysis Behaviour panel	Provisions in plan are in place and monitored	
APDR	NO	NO	YES Maximum 12-weeks	YES Maximum 12-weeks	YES Maximum 12-weeks
LEAD	CLASS TEACHER	CLASS TEACHER	CLASS TEACHER / SENDCO / PHASE LEAD / CAL	CLASS TEACHER / SENDCO	CLASS TEACHER / SENDCO

19. Appendix 2: Trust Ordinarily Available Provision 2025-25 By Main Area of Need

19.1. COGNITIVE / THINKING SKILLS

Teaching and learning	• Repetition and over-learning of key vocabulary and concepts. • Pre-teaching of key learning content. • Concrete → pictorial → abstract sequencing. • Alternative recording methods to demonstrate understanding. • Use of manipulatives (Numicon, counters, number strips). • Knowledge organisers shared and explicitly taught how to use. • Relating learning to student interests to increase motivation.
Processing and instruction	• Clear simple instructions broken into steps. • Processing time built into questioning. • Checking understanding before moving on. • Questions pitched at developmental level. • Allow consolidation time.
Literacy and memory	• Reading windows. • Enlarged text / overlays. • Visual vocabulary displays. • Access to enlarged or adapted texts. • Teaching metacognitive skills (e.g. how to use dictionary / accessibility tools).

19.2. SPEECH, LANGUAGE AND COMMUNICATION

Adult communication strategies	• Simplified language and reduced staff talk. • Avoiding idioms / sarcasm / non-literal language confusion. • Modelling correct grammar and sentence structure. • Using the child's name before instructions. • Repeating back what the child has said. • Checking understanding regularly. • Providing structured speaking opportunities.
Visual and structure supports	• Visual timetables / now-next boards. • Social stories for change. • Lists of lesson steps displayed. • Sand timers / transition warnings. • Consistent scripts and key vocabulary across staff. • Use of symbols, emotion fans, calm box visuals.
Interaction development	• Structured peer interaction opportunities. • Limited choice strategies. • Motivators and interests to support engagement.

19.3. FINE AND GROSS MOTOR

Physical and positioning	• Appropriate seating arrangements. • Space for wheelchair / walker movement. • Careful resource placement. • Accessible lockers / pegs.

Motor and recording	• Alternative recording methods. • Use of wedges, writing slopes, adapted tools. • Access to technology to reduce motor demand.
Movement regulation	• Planned movement breaks. • Calmer activities across the day. • Flexible timetable adjustments.

19.4. SOCIAL AND EMOTIONAL DEVELOPMENT

Regulation and wellbeing	• Alternative lunch / break arrangements. • Check-in systems. • Use of emotions cards / fans. • Calm spaces with reduced sensory stressors. • Sensory regulators / calm boxes. • Anxiety mapping / risk reduction planning.
Classroom climate	• Strong routines and predictability. • Welcoming students at the door. • Noise level indicators. • Clear expectations and goals. • Specific praise focused on effort and behaviour. • Planned movement breaks.
Belonging and participation	• Thoughtful grouping strategies. • Assembly seating plans. • Structured peer interactions. • Use of motivators and interests.

19.5. DAILY LIVING AND INDEPENDENCE

Organisational and independence	• Direct teaching and modelling of how students can help themselves. • Use of visual prompts for routines. • Supporting transition management, through warnings, social stories, etc. • Teaching use of accessibility tools. • Encouraging independence in task completion: scaffolded approach to support.
Environmental navigation	• Accessibility planning for trips / clubs. • Awareness of PEEP. • Use of real-life objects for learning. • Building independence in communication attempts.
Partnership and self-advocacy	• Seeking pupil views about accessibility and accommodations. • Close home–school communication. • Supporting understanding of personal needs / equipment. • Careers advice. • Access to high quality PSHRE.

20. Appendix 3: Descriptors of the Four Main Areas of Need in the Code of Practice

Social, emotional and mental health difficulties

6.32 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Communication and interaction

6.28 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.

6.29 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

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Sensory and/or physical needs

6.34 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) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 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.

21. Trust Guide to SEND Acronyms

ACRONYM / TERM	MEANING	Detail if needed
C&I	Communication and Interaction. A pupil with an ASC diagnosis will always be given this code on an EHCP	Four main areas of need defined in the COP. Pupils with an EHCP can only have one main area of need.
SEMH	Social, emotional, mental health	
C&L	Cognition and Learning	
S&P	Sensory and Physical	
SLCN	Speech, Language, Communication Needs	Umbrella term.
GCP	General Classroom Principles: part of the school's offers for all pupils which will particularly benefit a pupil with additional needs.	
MLD	Moderate learning difficulties.	Usually 4-5 years behind peers
ASC	Autism Spectrum Condition. Still known as ASD – autism spectrum disorder – on most official documents.	
PD	Physical disability.	
APDR	Assess, plan, do, review. Cycles of documented interventions which identify and meet need.	
SpLD	Specific learning difficulties, for example dyslexia, dyscalculia, dyspraxia.	
COP	Code of Practice for SEND, published 2012 in response to the Equalities Act 2010.	
PMLD	Profound and multiple learning difficulties.	
MSI	Multi-sensory impairment, for example a pupil who is hearing and visually impaired.	
CYP	Children and young people – the terminology used within the COP, which does not refer to students / pupils etc.	
CIC	Child in Care. There is a high correspondence between CIC and SEND.	
FASD	Foetal Alcohol Spectrum Condition. Diagnosis depends on maternal admission of alcohol consumption.	
SALT	Speech and Language Therapy.	
SLD	Severe Learning Difficulties.	Usually around least 6 years behind peers /

		within the early engagement model.
SM	Selective Mutism. This does not mean the child selects when to talk – it is a freeze response that prevents the child from talking. The child does not have autonomy over their SM.	
EP	Educational Psychologist.	
K	A pupil on the school's SEND register but without and EHCP.	
E(HCP)	Education, Health and Care Plan. A child with an EHCP will be coded E on the school's MIS system.	