



SEN Information Report (SIR)

UET Pathfinder Academy

This SEN Information Report is applicable to the following schools:

- Danby Wood (Norwich)
- Douglas Bader (Coltishall)
- Rosebery (King's Lynn)
- Brooklands (Gorleston)
- Hooper Lane (Norwich)

Director of Specialist Provision: Katrina Warren

Executive Headteacher: Stephen Plume

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UET Pathfinder Academy Vision for Inclusion

We believe that educational inclusion is about 'equal opportunities' for all learners, whatever their age, gender, ethnicity, difficulty, disability, ability or background. We take an 'all round' approach to designing a pupil's individual curriculum that takes account of pupils' individual needs. We can achieve this by:

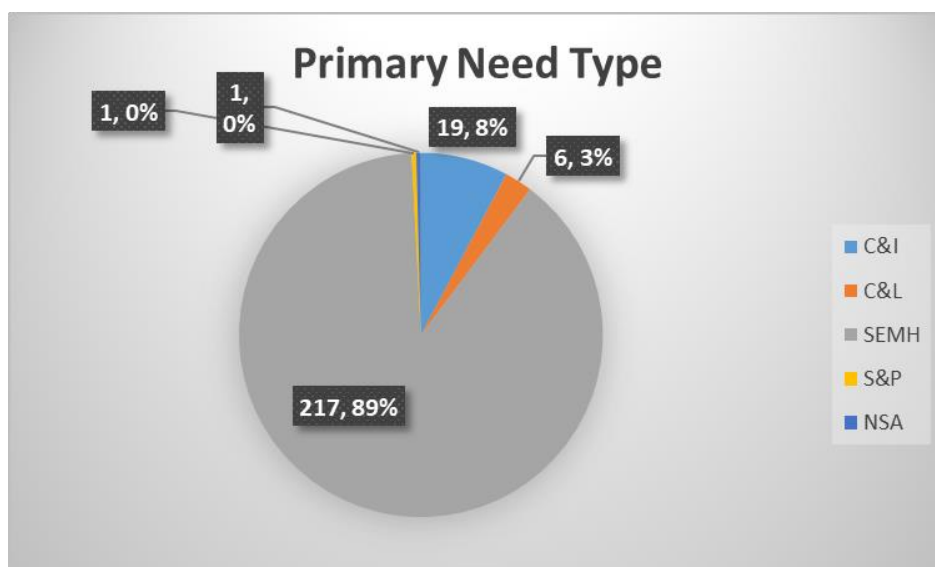
- Providing an appropriate and high quality education to all the young people who attend our provisions.
- Develop policies and practices that include all pupils.
- Encourage a sense of community and belonging.
- Offer new opportunities to pupils who may have experienced difficulties with education in the past.
- Believe all young people should be equally valued.
- Eliminate prejudice and discrimination, and to develop an environment where all young people can achieve and feel safe.



SEND PROVISION

The UET Pathfinder Academy supports the special educational needs of pupils identified within the four main areas of need:

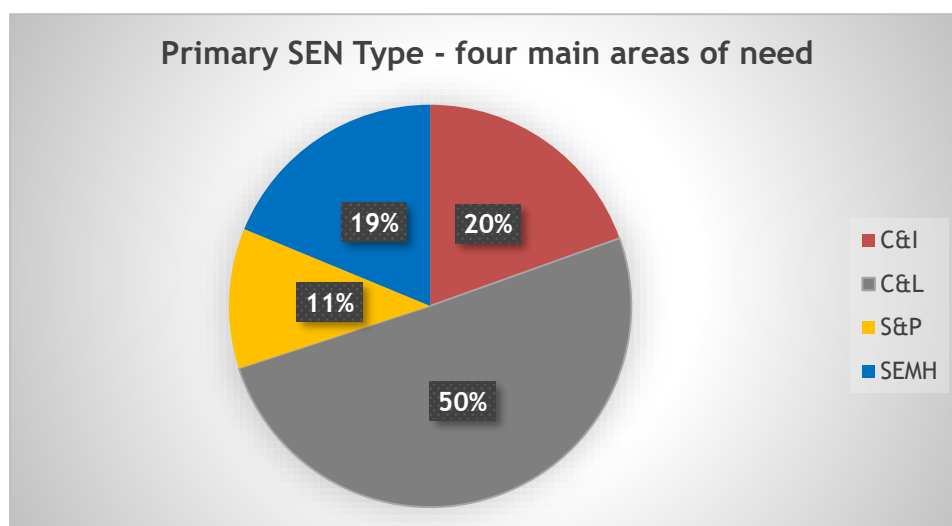
UET Pathfinder Academy - Primary Need Type



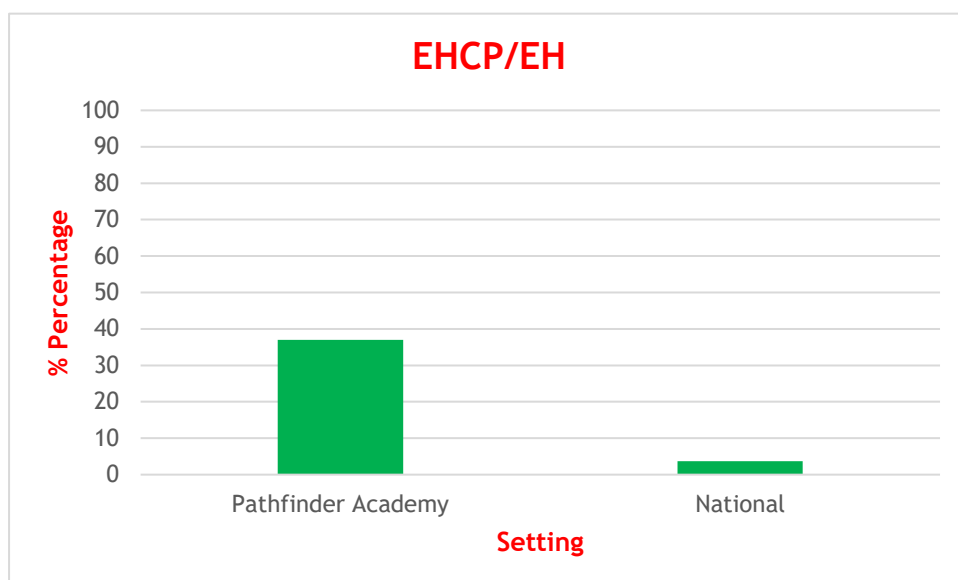
This data only gives the proportion/percentage of pupils with each primary need. Any secondary needs pupils have is not represented in this data (***Accurate as of 12/23***).

National comparison (June 21) – Primary Need Type

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

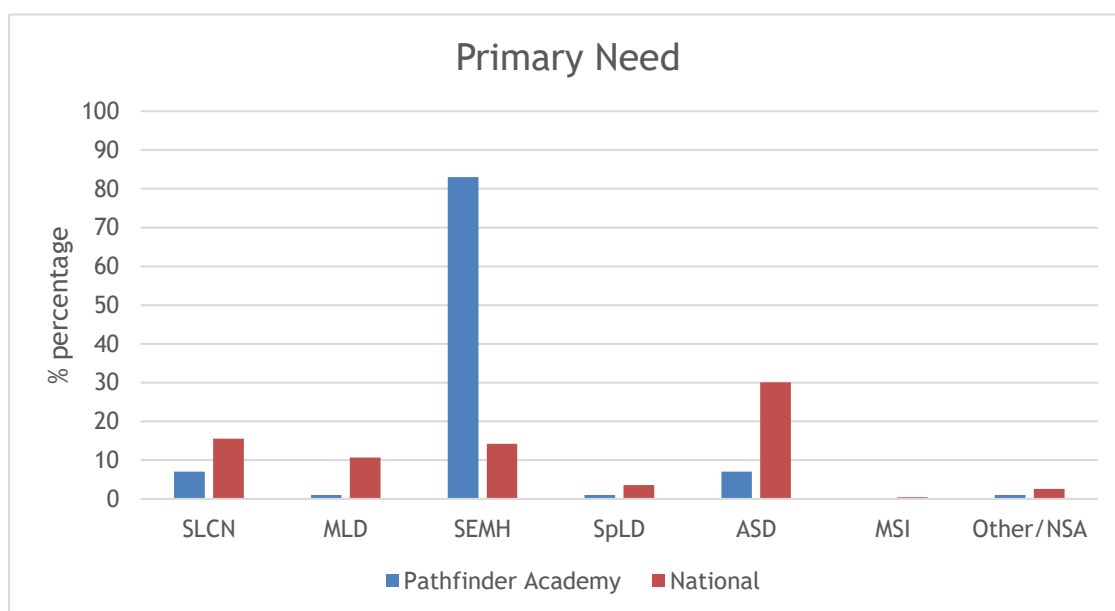


UET Pathfinder Academy Vs National Data (England) - EHCPs



National data source: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#dataBlock-f1ebe839-7842-4a53-9b8c-0806616d2546-charts>

UET Pathfinder Academy Vs National Data (England) – Primary Need Type



National data source: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#dataBlock-f1ebe839-7842-4a53-9b8c-0806616d2546-charts>

POLICIES USED FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS



To access the policy(hyperlinks) hover the cursor over the web address (blue) and press Ctrl/right click on 'mouse' to follow the link:



UET Accessibility Plan

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/06/UET-Accessibility-Plan-2021.pdf>

Within the Accessibility Plan the following points are clearly laid out on Page 3 of the document which show that schools are:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services provided and/or offered.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

UET Safeguarding Policy & Procedures

<https://www.unityeducationtrust.uk/key-documents-policies/>

UET Behaviour Policy

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/UET-Specialist-Provision-Behaviour-Attitude-policy-2019-Revised-May-2020-1-2.pdf>

UET Complaints Procedure Statement

Please follow the UET Complaints available on the website

UET Supporting Children with Medical Needs

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/UET-2020-Adopted-Policy-Supporting-children-who-cannot-attend-school.pdf>

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/10/Supporting-Pupils-with-Medical-Needs-Policy-final-Oct.pdf>

UET Admission Arrangements

<https://www.sssfn.org.uk/>

<https://www.pinetreeschool.org.uk/>

UET Equality Information and Objectives

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/04/Equality-Information-Public-Sector-Equality-Duty-Statement-and-Objectives-Mar-2021.pdf>

The UET Pathfinder Academy SEND Policy

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/Unity-Education-Trust-Specialist-Provision-SEND-Policy-doc-2.pdf>

SPECIAL EDUCATIONAL NEEDS PROVISION

Evaluation of the effectiveness of SEND provision

Pupils attending UET Pathfinder Academy are assessed on arrival either by the Assessment Unit (Secondary) at Hooper Lane School (Norwich) before transferring to their final placement, or by the Primary staff at the pupil's new school. The types of assessments used include:

Cognition & Learning

- Wide Range Achievement Test (WRAT 5) are used to assess spelling, word reading, sentence comprehension and maths providing a standardised score to measure their academic ability versus their age:
- Access Maths & English tests provide a standardised score to measure ability versus their age.
- Dyslexia/dyscalculia screening.
- Tomal 2 (GCSE Access Arrangements – provision of SEN support/resources in exams).
- NFER Maths & English (KS1/2) tests providing a standardised score to measure attainment against their age.

Standardised Score (SS) explained

The standardized scoring process uses a set of scores that show the present ability of a pupil against thousands of other children who have completed the same assessment.

SS	Below 70	Below 85	85-115	116-129	130+
Ability	Very Low	Low	Low average	High average	Very high

Social, Emotional Mental Health

- All about me questionnaire (pupil voice).
- OCEAN – personality questionnaire.
- LAWSEQ (self-esteem) questionnaire.

Sensory and/or Physical

- Detailed Assessment of Speed of Handwriting (DASH).
- Visual stress assessment for possible use of coloured overlay/paper.
- Fine/gross motor skill observation e.g. holding pens/pencils (fine) and running, balancing etc. (gross).

Communication & Interaction

The Lexplore reading assessment (eye scanner) is used to establish reading ability against Age-Related Expectations (ARE) including a reading age. Resources and guidance is available to staff. Pupils who require Speech & language intervention will have a referral submitted through 'justonenorfolk'

<https://www.justonenorfolk.nhs.uk/speech-language/>

Individual Learning Plan (ILP)

On completion of the assessment period an Individual Learning Plan (ILP) document is produced describing the assessment data and strategies to support the pupil's needs. The ILP is reviewed by class teams as required, depending on whether the strategies have been successful and/or additions/deletions need to be made. They will be reviewed at least every 6-7 weeks.

Interventions to support additional needs

Examples of interventions used to support pupils include:

- Lexia (literacy support).
- Read, Write Inc. (Literacy support).
- Lexplore reading assessment
- Boxall (Identify and provide targets to support SEMH needs).
- Gridmaker (collects evidence of Spiritual, Moral, social and cultural values (SMSC)).
- Lego (Lego Therapy).
- Sensory circuits.
- Personalised equipment including writing slopes, pen/pencil grips, coloured overlays (visual stress/dyslexia), concentration gadgets etc.

ASSESSING AND REVIEWING THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

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



After the assessment process is complete (**Assess**), teachers and support staff are informed of the pupil's special educational needs (**Plan**), the teaching strategies or approaches required to meet that need(s) and the outcomes sought via their ILP (**Do**). The ILP will be reviewed regularly to consider the effectiveness of the support/interventions and their impact on the pupil's progress. If the interventions are not meeting need, the class/subject teacher will seek further guidance from the SENCO (**Review**).

Educational Health Care Plans (EHCP)

An EHCP assessment will be requested if:

- The 'graduated approach' and four-part cycle indicate that it is necessary to 'meet the special educational needs of the child or young person'.
- A pupil which the Secondary Assessment Unit have identified as requiring monitoring for an EHCP application due to concerns regarding one or more of the four main areas of need.

TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Pupils that attend a UET Pathfinder Academy school are taught in small class groups (averaging no more than 7-8 pupils), which allows for a higher pupil/staff ratio. Each pupil has an Individual Learning Plan (ILP) which informs the teaching staff of current skills and understanding and strategies to support them in the classroom.

Lessons are planned and delivered based on the level of differentiation (level of work a pupil is expected to be able to complete with little support) for each subject area. This can be small groups (2-4), paired or individual if a pupil is following a personalised timetable. Due to the higher pupil/staff ratio there are many more opportunities to check understanding and give immediate spoken feedback on progress during lessons and through written comments on their Marking Grids which the pupil can respond to (pupil voice). Movement between lessons is supported depending on the needs of the individual pupil e.g. escorted by an adult, visual timetables and advance warning before a change to routine.



Douglas Bader



Rosebery



Danby Wood (previously Locksley)



Brooklands



Hooper Lane

ADAPTING THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Pupils are supported to access the curriculum in various practical ways including:

- Coloured overlays (visual stress).
- Coloured paper (visual stress).
- Use of a writing slope to support recording information from the interactive whiteboard to the pupil's book.
- Use of visual timetable/PECS.

The Primary curriculum reflects the need to engage pupils, many of whom have missed periods of their education, disengaged from the learning process or struggled to function within a learning environment. The curriculum provides:

- A similar learning experience across the schools.
- Engaging and interesting topics to help pupils get involved with their learning.
- A mixture of theory and practical learning.
- Learning based on ability rather than chronological age.

The UET Pathfinder Academy Schools curriculum (Pathways 1-3) provides a learning experience that meets the needs of the pupils based on their academic attainment and/or expressed wishes regarding academic study versus vocational study:

- **Pathway 1:** (5 days academic learning in school).
- **Pathway 2:** (5 days - Nurture/topic based approach with same teacher in school).
- **Pathway 3:** (3 days in school using topic-based approach and 2 days online learning focusing on maths and English).
- **Pathway 4:** (not accessing school site due to dangerous behaviours and provision consisting of Alternative Provision, online learning and 1:1 (face-to-face teaching) at Hooper Lane).

All pupils have access to technology either as part of lesson planning or to meet a particular need; this also includes referrals to the Access Through Technology Team (ATT) for specialised hardware, software and guidance as required.

Secondary pupils who require day-to-day practical support in the classroom to access the curriculum are also assessed for GCSE access arrangements and the appropriate applications made/evidence collected to conform to the Joint Council for Qualifications (JCQ) requirements.

For pupils who have ongoing medical or health needs the provision for supporting their access to the curriculum is outlined in the UET Supporting Pupils with Medical Needs Policy:

<https://www.unityeducationtrust.uk/wp-content/uploads/2017/07/UET-2020-Adopted-Policy-Supporting-children-who-cannot-attend-school.pdf>

<https://www.unityeducationtrust.uk/wp-content/uploads/2021/10/Supporting-Pupils-with-Medical-Needs-Policy-final-Oct.pdf>

ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The interventions used to support pupils across the four main areas of need are:

Cognition & Learning

- Lexia
- Read, Write Inc. Fresh Start (replacing Sound Discovery)
- Maths Playground
- Maths Watch
- Sumdog
- Toe-by-Toe
- White Rose Maths

Communication & Interaction

- Zones of Regulation
- Incredible 5 Point Scale
- Lexplore reading assessment
- Lego Therapy

Social, Emotional & Mental Health

- SEMH First Aiders
- Mindfulness approach
- Boxall (Electronic Boxall Profiles)
- Thrive

Physical and/or Sensory

- Sensory Circuits
- Sensory rooms
- Sensory equipment including weighted blankets/cushions, fidget toys, leg bands etc.

Provision Map

The provision map is held by the SENCO on the Provision Mapping Tool where all additional support for pupils with SEN is recorded including assessment information.

ENGAGEMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE ACTIVITIES OF THE UET

See UET Accessibility Plan:

<http://www.unityeducationtrust.uk/wp-content/uploads/2021/06/UET-Accessibility-Plan-2021.pdf>

SUPPORT FOR IMPROVING SOCIAL, EMOTIONAL MENTAL HEALTH OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

See UET PSHE Policy:

<http://www.unityeducationtrust.uk/wp-content/uploads/2017/07/PSHE-POLICY-Final.pdf>

See UET RSE Policy:

<http://www.unityeducationtrust.uk/wp-content/uploads/2017/07/RSE-Policy-Final-2020.pdf>

Nuture classes

Nuture classes are established at the following schools:

- Douglas Bader
- Locksley
- Rosebery

SEMH adult support

SEMH First Aiders are available to support pupils in schools.

SENCO INFORMATION

The SENCO for UET Pathfinder Academy Schools is: Martin Taylor-Bennett

MA PGCE PG Cert: SEND Coordination

Contact details:

MTaylorBennett@sss.unity-ed.uk

Mob: 07706323721

Address:

Hooper Lane School
15 Hooper Lane
Norwich
NR3 4ED



EXPERTISE AND TRAINING OF STAFF – SPECIAL EDUCATIONAL NEEDS

Staff Training

Staff across all schools within UET Pathfinder Academy receive termly SEND training provided by the SENCO. The number of Continuing Professional Development (CPD) sessions allocated in the CPD calendar has increase to two per term. This does not include additional sessions that maybe required for staff to meet a particular need.

Specific training already delivered includes:

- SEMH & Attention Deficit Hyperactivity Disorder (ADHD).
- Oppositional Defiant Disorder (ODD)
- Zones of regulation – ASD/SEMH
- Incredible 5 Point Scale – ASD/SEMH
- Understanding dyslexia - SpLD
- The EHCP Annual Review Process
- Access Arrangements
- Use of Individual Learning Plans and RAG-rating Section F of EHCPs
- Sensory Circuits – ASD/SEMH
- TEACCH Workstation & Strategies in Common (4 main areas of need)
- Impact of Social Stories

There are also opportunities for staff to access fully funded Level 2 courses, which have been highlighted in the weekly Staff Bulletin and these include:

- Skills Network
- The Aim Group

The subjects include children and young people's mental health, adverse childhood experiences, understanding anxiety, understanding eating disorders etc.

Training for parents/carers

The fully funded courses provided by the AIM group have been sent out to parents/carers via Parent Mail.

THE USE OF EQUIPMENT AND FACILITIES TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS

UET Pathfinder Academy Funding agreement

The funding agreements for schools/provision within UET Pathfinder Academy can be found at:

<https://www.unityeducationtrust.uk/key-documents-policies/>

The funding model for Schools within UET Pathfinder Academy does not allow for additional funding to be requested to support pupils with an Educational Health Care Plan (EHCP) via the SEN Placements Advisory Group (SENPAAG) or through Identification of Needs Descriptors in Educational Settings (INDES).

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings>

Additional funding has been obtained for LAC pupils via the Virtual School and Pupil Premium Plus.

The Pupil Premium Grant (PPG) has been used to support pupils with SEND and purchases have included:

- ASD Specialist Teacher guidance
- ASD Support Team
- Sensory equipment
- Speech & Language assessment/support materials

CONSULTING THE PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Parents/carers are able to communicate with the SENCO/Teachers on a day-to-day basis via:

- Parent Mail
- Direct contact with the School/SENCO via landline, mobile phone (voice/text) and email.
- Face-to-face where possible (this can be difficult as many of the pupils on roll within specialist provision travel to school in taxis).
- SEND Portal providing information and contact details on the UET website.

Parents/carers have the opportunity to provide their views via:

- EHCP review meetings (usually via Microsoft Teams/phone as parents/carers often live some distance from the school). Face-to-face meetings have taken place e.g. due to a disability (deafness) or pupil anxiety levels (ASD).
- Daily phone calls recorded on a Communication Log.
- Re-integration meetings following a fixed-term exclusion.
- Questionnaires provided by the Trust and Ofsted during an inspection.

Pupils given their 'voice' in school via:

- School Council representation.
- School Council member.
- EHCP reviews (requested 2 weeks before the meeting).
- Re-integration meetings following a fixed-term exclusion.
- Individual Learning Plans (ILP).
- Roots and Fruits discussion sheet.
- UET website (presently being updated) e.g. link to the Local Offer (updated)
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

COMPLAINTS PROCEDURES FOR PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS CONCERNING PROVISION

A parent/carers who wishes to make a formal complaint will be able to find the complaint procedures outlined in the SEND Policy. A link is provided on the UET website:

<http://www.unityeducationtrust.uk/wp-content/uploads/2017/07/Unity-Education-Trust-Specialist-Provision-SEND-Policy-doc-2.pdf>

INVOLVEMENT OF OTHER ORGANIZATIONS IN MEETING THE NEEDS OF PUPILS WITH SEN AND SUPPORTING FAMILIES

Services used to support pupils with SEND

Education:

Service	Example of use
Virtual School for SEND	Support the school to meet the needs of a pupil's SEN.
The Virtual School for Looked After and Adopted Pupils	Support the school to ensure that the needs of this vulnerable group of children are met.
Norfolk STEPS Team	Support the school to ensure that the staff who are required to use restrictive physical intervention are appropriately trained.
Educational Psychology and Specialist Support (EPSS)	Provision of specialist teaching staff to offer guidance and support for children and young people with a diagnosis of ASD.
Access Through Technology (ATT)	Provision of hardware/software to support pupils who experience difficulties with handwriting and require another form of communication e.g. touch type.

Health:

Service	Example of use
Just One Norfolk	Access the Healthy Child 5-19 programme for guidance and advice for parents/carers, staff and pupils
Forensic CAMHS	Guidance for schools to ensure the needs of pupils with complex SEMH needs are being met.
Medical Needs Team (Joint Medical Protocol)	Guidance for schools to ensure that needs of pupils with medical needs are being met.
Harmful Sexual Behaviour Team (HSB)	Professional guidance and intervention to support schools where a pupil's behaviour is giving cause for concern.
CAHMS	Access services to support mental health.
Forensic CAHMS	Guidance for schools – individual pupils.
NDS SENCO Triage Service	Consultations to add pupils to the NDS waiting list.

Social Care:

Service	Example of use
Short Breaks	Respite for parents/carers by giving children the opportunity to attend activities, clubs etc. without the parent/carer being present.
Early Help/Partner and Community Focus (PCF) Service	Support for parents who need professional support to provide a stable and positive family environment.
Children's Advice and Duty Service (CADS)	Guidance for schools who have safeguarding concerns regarding a pupil.
Young Carers	School to support the Young Carers programme when a pupil is involved with caring for a member of the family.
New Roads	Family/young person support.

Third Sector Services:

Service	Example of use
Benjamin Foundation	Presentations focusing issues such as drug and alcohol misuse.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Parent/Carer SEN Support Services

1. Norfolk SENDIASS (SEN Information, Advice & Support Service)

<https://www.norfolksendiass.org.uk/>
norfolksendiass@norfolk.gov.uk

01603 704070

SENDIASS provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers. This includes:

- An Advice Clinic
- Downloadable Information Booklets
- Online information
- Training

2. Family Voice – Norfolk

<https://www.familyvoice.org.uk/office@familyvoice.org.uk>

Twitter [@familyvoicenfk](https://twitter.com/familyvoicenfk)

Facebook - [FamilyVoiceNorfolk](https://www.facebook.com/FamilyVoiceNorfolk)

The aim of Family Voice - Norfolk is to improve services for our children and young people by ensuring that families' voices are heard by planners and decision-makers.

3. Norfolk SEN Network

<https://www.norfolksennetwork.org/>

01603 300178

<https://www.norfolksennetwork.org/contact-us/>

The aim of the Norfolk SEN Network is to help parents of children with Special educational needs (0-16) and young people themselves with special educational needs (16-25) to find the right educational placement or provision to meet their needs.

4. Independent Provider of Special Education Advice (IPSEA)

<https://www.ipsea.org.uk/>

01799 582030

Helpline 0300 222 5899

IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

5. ACE Education

<http://www.ace-ed.org.uk/>

Helpline 0300 0115 142

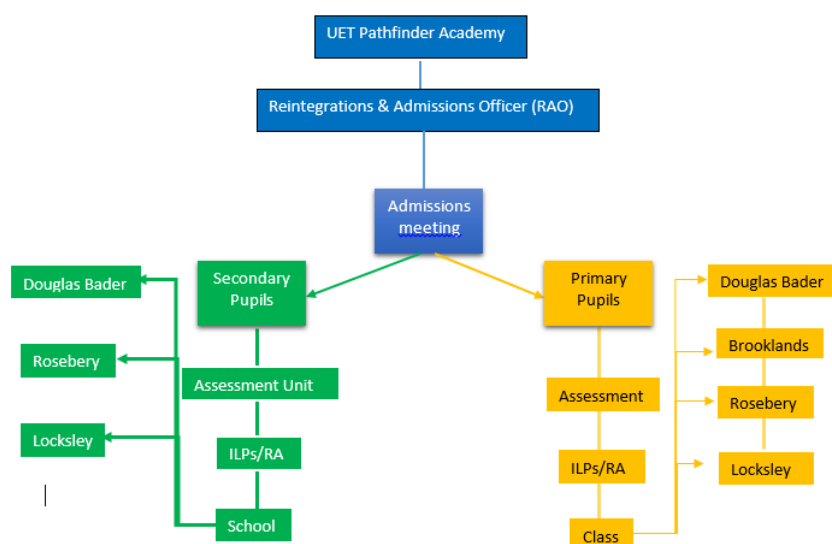
ACE Education provides high quality information and practical advice to parents and carers based on current education law and guidance. The information and advice will enable parents to get the best outcomes for their child at school.

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHEN TRANSFERRING BETWEEN PHASES OF EDUCATION

Transition to UET Pathfinder Academy

The planning for transition for pupils into Unity Pathfinder Academy is as follows:

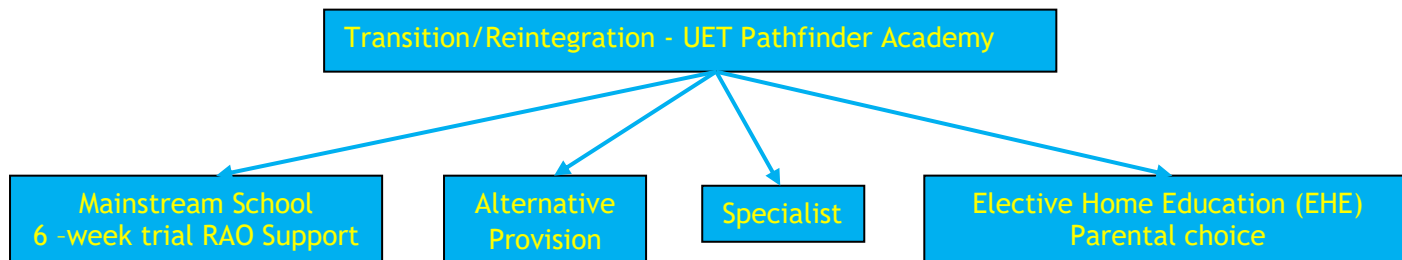
- Receipt of an UET Pathfinder Academy referral from the previous school if a pupil has been permanently excluded or the Fair Access Team if the pupil is not attending an educational setting as a Child Missing Education (CME), or has moved into Norfolk. When the referral has been received the Re-integrations and Admissions Officer (RAO) will request the pupil's school files, which will include all SEN information.
- An RAO will contact the family to arrange an Admissions meeting where all appropriate information is obtained including special educational needs. This meeting also gives the pupil/family the opportunity to 'voice' their views and opinions about the reasons why their child will be accessing a school within the UET Pathfinder Academy.
- On completion of this meeting a date will be set for the pupil to join a school within the UET Pathfinder Academy, which will begin with a period of assessment. If the pupil is of Primary age the assessments will be completed at the school they will be attending, however pupils of Secondary age attend the Assessment Unit located at Hooper Lane before joining their school.
- The RAO gives pupils and family members the opportunity to visit the school they will be attending where they will also meet the school staff and assigned Key Worker.
- During the assessment process an Individual Learning Plan (ILP) is completed which includes information about learning, pupil's views, special educational needs and strategies for teachers to support those needs.



Transition/Reintegration from UET Pathfinder Academy

Pupils will transfer to another educational setting for the following reasons:

- Reintegration into a mainstream school (6 week trial is put in place to ensure that it is the correct setting for both pupil and school). This trial is supported by an RAO.
- Transition to another alternative provision (not mainstream).
- Transition to specialist provision if the pupil has an EHCP.
- Decision by family to home educate the pupil (challenged by UET Pathfinder Academy).



When a pupil leaves a school within UET Pathfinder Academy all documentation is sent to the next school or if the parents decide to home educate then to the Local Authority.

Transition to Unity Pathfinder Academy - KSX (Home Tutoring)

Pupils allocated to KSX have an EHCP and are placed in KSX if they have been permanently excluded from a specialist provision or are unable to attend a school within UET Pathfinder Academy due to medical/SEN issues. The Head of KSX will liaise with all professionals involved with the pupil and will put a Tutor and E-Learning in place.

Transition/Reintegration from KSX (Home Education)

A pupil will transition from KSX when a suitable specialist provision is found or at the end of Y11 to access a college or other alternative provision.

THE LOCAL AUTHORITY OFFER

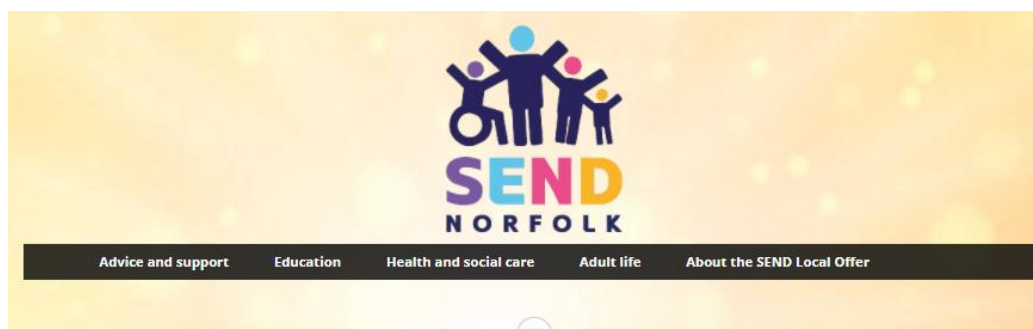
Norfolk Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

The website can help to:

- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life



Welcome to Norfolk SEND Local Offer website

THE LANGUAGE OF SPECIAL EDUCATIONAL NEEDS (SEN) EXPLAINED

Conditions

ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hyperactivity Disorder
AS - Asperger Syndrome
ASC - Autistic Spectrum Condition
ASD - Autistic Spectrum Disorder
APD - Auditory Processing Disorder
BESD - Behavioural, Emotional and Social Difficulties
FAS - Fetal Alcohol Syndrome
FASD Fetal alcohol spectrum disorders
GLD - Global Learning Delay
HI - Hearing Impaired
LDD - Learning Difficulties and Disabilities
MLD - Moderate Learning Difficulty
ODD - Oppositional Defiant Disorder
PDA - Pathological Demand Avoidance
PDD - Pervasive Developmental Disorder
PMLD - Profound and Multiple Learning Difficulties
SEMH – Social. Emotional Mental Health
SLCN speech, language and communication needs
SLD severe learning difficulty
SM - Selective Mutism (formerly known as elective mutism)
SpLD - Specific Learning Difficulty
SPDs - Sensory Processing Disorders
VI - Visually Impaired

Other regularly uses abbreviations

AGE – Age-related Expectations
CAMHS - Child and Adolescent Mental Health Services
CoP – SEN Code of Practice
CYP - Children and Young People
SALT - Speech and Language Therapy
EAL - English as an Additional Language
EHCP - Educational Health Care Plan

EP - Educational Psychologist

ILP – Individual Learning Plan

JCQ - Joint Council for Qualifications

LO - Local Offer

OT - Occupational Therapist

PP - Pupil Premium

RAO – Reintegration and Admissions Officer

SENCo - Special Educational Needs Coordinator

SEND - Special Educational Needs and Disabilities

SENDIASS - Special Educational Needs & Disabilities Information Advice & Support Service

SENPAAG – Special Educational Needs Placement Advisory Group

SS – Standardised Score

TA - Teaching Assistant

UET – Unity Education Trust

