



**Blatchington  
Mill School**

Involvement, Achievement & Care

## Special Educational Needs and Disabilities Policy

Date ratified	Next Review
March 2026	September 2026
Governor Link	Staff Link
	SENCo Assistant Headteacher Pastoral



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#### **Introduction**

This policy is grounded in the SEND Code of Practice (2014), Part 3 of the Children and Families Act (2014), associated regulations, the Equality Act (2010), and the SEND Review Right Support, Right Place, Right Time (2022). It reflects a neuroaffirmative, strengths-based understanding of human diversity and recognises that all students bring unique ways of thinking, communicating, and learning.

Our approach embraces the social model of disability and prioritises adapting environments, teaching approaches, and systems so that all students—particularly those with SEND—experience belonging, respect, and equitable access.

The additional regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equalities Act 2010
- SEND review: right support, right place, right time 2022
- SEN Department ethos informed by; Education Endowment Foundation (EEF) Special Educational Needs in Mainstream Education Guidance Report, 2021

This policy was developed in consultation with students, parents/carers, SEND staff and governors.

Responsibility for the coordination of SEND provision at Blatchington Mill is delegated to the SENCo, Deputy SENCos).

The roles and responsibilities of school personnel with regard to special educational needs are outlined in Appendix 1. (Following Policy)

For a full guide of SEND Terms see Appendix 3. (Following Policy)

#### **Policy Aim**

Our aim is to ensure that every young person is valued for who they are, supported according to their strengths and needs, and enabled to thrive academically, socially, and emotionally. We focus on meaningful outcomes that enhance autonomy, wellbeing, and lifelong learning.

We work in partnership with students, families, and professionals to create environments in which students can flourish without pressure to mask their identities or conform to neurotypical norms.



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#### Our Philosophy

We are an inclusive school that celebrates neurodiversity and recognises that each student has a distinct developmental trajectory and unique profile of strengths, needs, sensory experiences, and communication styles.

#### **We believe:**

- All students are entitled to a broad, balanced, and meaningful curriculum.
- All students should be welcomed, respected, and understood in relation to their individual strengths, needs, and lived experiences.
- Every teacher is a teacher of SEND and is responsible for creating accessible learning environments.
- High-quality, adaptive teaching is the foundation of inclusion.
- Families and students are experts in their own experiences, and their insights shape all planning and decision-making.
- Differences in communication, sensory processing, executive functioning, and learning are natural variations in human neurology.

#### Definition of Special Educational Needs and Disabilities

A young person has SEND when they require additional or adapted provision so they can meaningfully access learning and school life.

A student may have SEND when they:

- Experience learning differences that mean they require alternative approaches to thrive.
- Have a disability that creates barriers within existing systems or environments.

We recognise four broad areas of need, while emphasising that each student's profile is unique:

- **Communication and Interaction (CI)** – includes Autistic communication styles, speech and language differences, and other communication-related needs.
- **Cognition and Learning (CL)** – includes dyslexia, dyscalculia, dyspraxia, and other learning differences.
- **Social, Emotional and Mental Health (SEMH)** – includes needs relating to wellbeing, distress, emotional regulation, and mental health.



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- **Sensory and/or Physical (SP)** – includes sensory processing differences, physical disabilities, and medical needs.

These categories do not define the student; rather, they help us identify and remove barriers.

### **Identification**

A student's skills and attainment are assessed on entry. At the same time, we consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

Early identification of students with SEND is a priority. The school uses appropriate screening and assessment tools, and ascertains student progress through a range of formal and informal indicators. Information from primary schools helps us to shape a student's curriculum and pastoral support. We also use standardised screening and assessment tools including CATs tests and the termly assessment data of subject teachers. Where a parent/carer, student or outside agency has a concern we would always encourage in first place a conversation with relevant subject teachers and corresponding year office. At this point students are triaged. Through the triage process students' progress is discussed with relevant parties and evidence is collected around their experience in school. From this discussion an action plan is agreed to support student progress. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCo should gather further evidence which may at this point include the views of other professionals.

Blatchington Mill will identify the needs of students by considering the needs of the whole student, which will include not just the special educational needs of the student.

We will consider other factors that are not SEND that may impact on progress and attainment.

- Disability (the code of practice outlines 'reasonable adjustment' as a duty for all settings and schools provided under the current Disability and Equality legislation, these alone do not constitute SEN)
- Attendance and punctuality
- Health (Physical, Emotional and Social) and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium
- Being a looked after young person



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- Being a child of a service man/woman

We avoid framing behaviour as a problem and instead understand it as a form of communication that may reflect unmet needs, sensory overload, distress, or barriers in the environment.

### **High Quality Teaching**

All teachers are responsible for, and accountable for, the progress of all students in their class, including those with SEND.

We use a graduated approach to support our students with SEND. The first step here is high quality teaching, as we feel that additional support cannot compensate for this access to teaching. High quality, adaptive teaching for pupils with SEND has a strong evidence base behind it, and is firmly based on strategies that our teachers already use.

Advice on how best to support students with SEND is communicated to teachers through a student's pupil profile. We then quality assure that this support is in place through lesson observations, teacher and parental feedback and student voice.

We offer continual professional development for teachers throughout the year, with a significant focus on SEND. Here we draw on the considerable expertise in SEND within the school and share good practice. We also use the Education Endowment Foundations recommendations to inform our training, including training in flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology, and scaffolding. Where necessary, we also invite external speakers such as specialist services working with particular students, to offer training to staff in particular areas of need.

### **SEND support**

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and progress. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of a student.



*The Graduated Approach*

**Assess**

When identifying a child as needing SEND support, the teacher working with the SENCo, will carry out an analysis of the student’s needs. This should draw on assessments and experience of the student, their previous progress and attainment, as well as other whole school information. It should also draw on other subject teachers’ assessments, the individual’s development in comparison to their peers, comparative national data, the views and experience of parents, the student’s own views and, if relevant, advice from external support services. Parents’ views should be recorded and compared to the schools own assessment and information on how the student is developing. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

**Plan**

When it is decided to provide a student with SEND support, parents will be notified although ordinarily they would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be initially communicated through the student’s pupil profile. Follow up planning will be discussed through meetings and email communication.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our SEND Register. The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.



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#### **Do**

The teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. External agencies that regularly come to the school to support SEND students will also advise.

#### **Review**

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date (Ordinarily 1 term of support) . The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This will feed back into the analysis of the student's needs. The teacher, working with the SENCo, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student. Parents will be provided with information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

#### **The SEND register**

Where a student is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place.

Where students are identified as having special educational needs or disabilities, they will be added to our SEND register.

This will begin with a diagnosis obtained from a specialist (e.g. Specialist Assessor (APC) or Speech and Language Therapist). When we receive this information, we will identify if any further specialist support is needed, any interventions that can be put in place for the student, and we will produce a pupil profile detailing the needs of the student, and any additional support that is required. We will send parents and carers a consent form to have their student added to the register, and give them the opportunity to review the pupil profile before it is disseminated to staff.

Students will be added to the register as either 'K' (requiring some additional support), or 'E' (if the student has an education, health and care plan (EHCP)). If we feel we need to apply for an EHCP for the student, we will place them on as 'K+'.



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Where we are investigation potential SEN need we may add a student to the SEN Register as an SEN C Student (C meaning concern) although they will not be officially on the SEN register, they will still benefit from a pupil profile and monitoring from the SEN Team

The SEN team will annually review the SEN register and may feel that it is no longer suitable for a student to remain on the register. Parents will be informed and consulted before this is actioned.

The SEND register is a live document that teachers and teaching assistants have direct access to via the school portal.

The progress of our SEND students is tracked using various data management tools. Our focus is to ensure that we are 'closing the gap' so students with SEND are making more progress.

It is the responsibility of the SENCo to ensure that the SEND Register is maintained and up to date.

### **Provision**

The goal of all provision at Blatchington Mill is to increase the independence of our students. Therefore, at each opportunity we ask ourselves '*what is the least amount of input required to enable the young person to fully engage and make progress?*' We believe that it is only with this mindset that we can truly support students to improve and grow.

In almost all cases, high quality adaptive teaching can meet the needs of the majority of students at all times. Where we identify a further need provision may include:

- In class support from a teaching assistant
- A time limited group intervention with a support teacher/teaching assistant
- A time limited individual withdrawal with a support teacher/teaching assistant
- Support led by specialists from within the school or external services
- Referral to 'The Cloud' or 'My-Space', which aims to provide targeted support for students with Social, Emotional and Mental Health (SEMH) and Communication and Interaction (CI) needs
- Invitation to time limited intervention before and after the school day.
- Mentoring by a member of the SEN Team.



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### **Students with medical needs**

The school recognises that students with medical needs can face specific barriers to learning or access and we aim to remove these through carefully planned support.

We have an up to date medical policy that supports students with medical conditions. It can be accessed through our portal.

### **Monitoring and Evaluation**

We regularly monitor and evaluate the quality and effectiveness of provision we offer students and use various tools to support this work. Our SEND Policy is reviewed yearly and the views of students, staff and parents feed into this process.

Our strategic progress as a department is reviewed annually through presentations to the full governing board. In order to ensure that we are both impactful and effective in our day to day operations we provide termly reports to the pastoral governing committee and have termly planning and review meetings with our SEN link governor

### **Training for Staff**

All teachers and teaching assistants undertake a thorough induction with a strong focus on SEND systems, provision, practice and on the needs of particular groups of students.

Occasionally, specialist training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school or by specialist services working with particular students. There is an expectation that staff who receive training will cascade this to other colleagues.

Whole-school INSET, focusing on SEND is included, where appropriate, on staff training days and during twilight sessions. Over time, we have built up a considerable amount of expertise in SEND within the school and staff are actively encouraged to share this good practice.

The SEND team run twilight sessions throughout the year utilising specialists where appropriate; this training covers different aspects of SEND and all staff including teaching assistants are encouraged to attend.

The SEND team attend departmental meetings to contribute to subject specific challenges in supporting students on the SEN register.

The SENCo attends local network meetings to keep up to date with local and national updates in SEND and passes this onto relevant colleagues and also informs staff about upcoming training opportunities.



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#### **Resources**

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced and the responsibility for determining the amount of resource for SEND lies with the Governing Body who will seek advice from the Headteacher and SENCo.

Resources for SEND are used to deploy teaching assistants, specific training on SEND and specialist resources. The SENCo has responsibility for determining the allocation of these resources in consultation with the senior leadership team and school staff. Individual departments are encouraged, through their own capitation allowances, to identify subject specific materials or resources for students with SEND. Funding for students with an EHC Plan are included in appendix 2.

#### **Accessibility**

We are committed to providing, as far as reasonably possible, a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The School plans over time to increase the accessibility of provision for all students, staff and visitors to the school. The school has many areas which are wheelchair accessible. For more information please refer to Blatchington Mill 's Accessibility Policy.

#### **External support**

We have strong historic links with many external agencies across the City that support our students and families. We have expertise in many areas of SEND within Blatchington Mill and work in partnership with these professionals to improve the outcomes of our students. The following list is not exhaustive:

- The Educational Psychologist - An Educational Psychologist is allocated to the school and makes regular visits to assess identified students.
- The Child and Mental Health Service (CAMHS)
- The School Nurse
- Autistic neurology Support Service
- Speech and Language Support/Therapy Service
- Occupational Therapy - this service works with children and young people to help develop and increase the skills they need to use in their everyday lives.



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- Physiotherapy - physiotherapists help with children's movement skills and physical mobility with the aim of improving their independence
- Sensory Needs Service - Visits from this service deal with identified students who have visual and/or hearing needs.
- Front Door for Families – Social Services Safeguarding Team. Liaison takes place with Social Services where it is appropriate.
- Complex Needs Outreach Service - Advice on the inclusion of students with significant physical or medical disabilities and severe learning needs can be accessed through Hillside Special School.

### **Parental concerns regarding SEND**

It is the aim of Blatchington Mill School to provide excellent support to all young people with SEND and to work in partnership with parents and carers. If any parent/carer has concerns about our provision, we encourage these to be shared as early as possible in person, via telephone or via email. Such issues will always be given thorough and prompt consideration. If the department is unable to resolve the issue to the satisfaction of those concerned or the parent/carer wishes to make a complaint regarding their child's provision, these procedures should be followed:

1. Raise initial concerns with the subject teacher/form tutor / SEN Team Leader (Key Worker)
2. Arrange a meeting with the Curriculum Team Leader/Year Office/SENCo. Contact details can be found on our website. We are confident that all problems or concerns can be resolved at this stage.
3. If you are not satisfied, please follow the complaints procedure on our website -

<https://www.blatchingtonmill.org.uk/assets/Uploads/Complaints-Policy-Procedure-March-2025.docx-3.pdf>

### **Supporting students and families**

We have produced our 'local offer' which describes in detail our commitment to our students and their families. <http://www.brighton-hove.gov.uk>

The Local Authority recommends the local parent partnership service AMAZE for parents who feel they want additional support to understand their child's special needs and the school's response to it. AMAZE can be contacted at: AMAZE, Community Base, 113-117 Queens Road, Brighton, BN1 3XG. Tel: 01273 - 772289



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#### Appendix 1

##### SEND staffing structure

Blatchington Mill has an SEND staffing structure that reflects the needs of our students.

Claire Harrington	SENCo
Raquel Villaba Lorente	Deputy SENCo
Maria St Hilaire	Communication and Interaction Team Leader
Laura Hadfield	Cognition and Learning Team Leader
Sarah Colbert	SEN K Team Leader
Tiffany Hilton	Sensory and Physical Team Leader
Jacob Scott	Social Emotional and Mental Health Team Leader

#### Appendix 2

##### Funding levels for students with SEND

<b>Tier One Support</b>	Funding devolved to schools through the notional budget (up to £6000)
<b>Tier Two Support</b>	The above and up to an additional £2415 (£8415)
<b>Tier Three Support</b>	The above and up to an additional £4380 (£10,380)
<b>Tier Four Support</b> (rare/exceptional category)	The above and additional bespoke funding for intensive support - £7245 (£13,245) - £9450 (£15,450)



### Appendix 3

#### Glossary of SEND terms

Term	Description
<b>ADHD/ADD</b>	<p><b>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder</b></p> <p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with <b>ADD</b> are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Students with ADD/ADHD may be:</p> <ul style="list-style-type: none"> <li>● Inattentive, hyperactive, and impulsive (the most common form)</li> <li>● Inattentive, but not hyperactive or impulsive.</li> <li>● Hyperactive and impulsive, but able to pay attention.</li> </ul>
<b>APDR</b>	<p><b>Assess, Plan, Do, Review</b></p> <p>This is reference to the 4 stage graduated approach that all schools must take when designing provision for a young person with SEN</p>
<b>AP</b>	<p><b>Alternative Provision.</b></p> <p>This refers to education outside school building or site. It can mean provision within a building of the school but outside mainstream lessons or education provided by external agencies.</p>
<b>ARE</b>	<p><b>Age Related Expectations</b></p> <p>This is linked to a student's expected outcomes or current level of working. It means that a child is working at a similar/expected level to their peers of the same age.</p>
<b>Attachment</b>	<p><b>Attachment Needs</b></p> <p>Children develop relationships with their parents or caregivers first. This relationship teaches them to trust other people, how to express emotions and develop healthy bonds with other people. Where young people have experienced trauma this can impact their ability to have healthy attachments to other people . Attachment needs can have an extensive impact on a child's ability to engage with education or even attend school.</p>
<b>Attendance Support Officer</b>	<p><b>Attendance Support Officer</b></p> <p>Individuals in school that are tasked with monitoring student attendance and supporting families with students with high levels of/ persistent non-attendance.</p>



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<b>Autism</b>	<p>Autism is a lifelong neurotype—a natural variation in human development and information processing. Autistic people may have distinct communication styles, sensory experiences, and patterns of thinking, attention, and interaction. These differences reflect individual strengths and needs rather than deficits.</p> <p>Autism is not a disorder to be cured but a valid identity and way of being. Each Autistic student has a unique profile shaped by context, environment, and support. Our role is to recognise, respect, and respond to these differences by reducing barriers and enabling full participation in school life.</p>
<b>BHISS</b>	<p><b>Brighton and Hove Inclusion Support Service</b></p> <p>The local authority arm of support for young people with SEN needs. This is the organisation through which we refer to external professionals like SALT, EP and the LSS</p>
<b>CAMHS</b>	<p><b>Child and Adolescent Mental Health Services</b></p> <p>Support services for students and families requiring support to cope with SEMH or to diagnose conditions such as autism, depression, anxiety, ADHD. Tier 2 are for moderate difficulties and work out in the community. Tier 3 work through clinics and can provide diagnoses.</p>
<b>C &amp; I</b>	<p><b>Communication &amp; Interaction</b></p> <p>An umbrella term under the new CoP that covers issues such as speech and language needs and autism.</p>
<b>C &amp; L</b>	<p><b>Cognition &amp; Learning</b></p> <p>An umbrella term under the new CoP that covers issues such as dyslexia, dyspraxia, and MLD needs.</p>
<b>COP</b>	<p><b>Code of Practice</b></p>
<b>CP/CIN</b>	<p><b>Child Protection (plan)/Child in Need Plan</b></p> <p>Terminology used by Social Care to indicate where a child or a family may need extensive support or there may be a level of risk of harm to the welfare of young people.</p>
<b>CPD</b>	<p><b>Continued Professional Development</b></p> <p>Ongoing training delivered within school to enable teachers to support students effectively.</p>
<b>DLD</b>	<p><b>Development Language Disorder</b></p> <p>Means that a young person has significant, on-going difficulties understanding and/or using spoken language, in all the languages they use.</p>



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<b>Dyscalculia</b>	Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
<b>Dyslexia</b>	Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.
<b>Dyspraxia</b>	Dyspraxia impairs the ability to coordinate and organise movement. Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.
<b>EAL</b>	<b>English as an Additional Language</b> Supported by EMAS in school (Ethnic Minority Achievement Service).
<b>EBSA</b>	<b>Emotionally Based School Avoidance.</b>
<b>EHCP</b>	<b>Education, Health and Care Plan</b> The document constructed by the SEN team to outline a student's SEN provision. This is for students with a complex and varied needs profile.
<b>EHCNA</b>	<b>Education, Health and Care Needs Assessment</b> The assessment undertaken to approve and write an EHCP
<b>EMHWP</b>	<b>Emotional Health and Wellbeing</b> Refers to support for students struggling with their mental health and wellbeing in school.
<b>EP</b>	<b>Educational Psychologist</b> An EP provides detailed assessments for students with complex needs. They do this through consultation with a student, staff and parents and through specific assessments.
<b>EWO</b>	<b>Educational Welfare Officer</b> Practitioner monitoring students with persistent absence from school. Also able to support parents with ideas and strategies they can use to increase attendance.
<b>GDD</b>	<b>Global Developmental Delay</b> Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth - 18 yrs.



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<b>HI</b>	<b>Hearing Impairment</b> Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
<b>Intervention</b>	<b>Intervention</b> Targeted Provision outside of the classroom developed around supporting a student's barriers to learning.
<b>Intervention Lead</b>	<b>Intervention Lead</b> Person responsible for leading interventions and communicating with parents around intervention plans and success.
<b>LAC</b>	<b>Looked after Children</b> Children placed in foster placements, apart from their family and in the care of Local Authority. A child can be looked after for numerous reasons, including for short term periods.
<b>Learning Difficulty</b>	<b>Learning Difficulty</b> A person with a learning difficulty may be described as having specific problems processing certain forms of information. This does not impact general intelligence but is a barrier to processing. Specific difficulties include dyslexia and dyscalculia
<b>LSS</b>	<b>Literacy Support Service</b> This is the arm of BHISS responsible for assessing and supporting students with barriers to literacy.
<b>Mentoring</b>	<b>Mentoring</b> The process of an individual in school meeting with a young person to talk through challenges and experiences with the view of enabling students to feel supported and develop tools around resilience. Can include peer-mentoring, academic mentoring, emotion coaching.
<b>MLD</b>	<b>Moderate Learning Difficulty</b> Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills
<b>Multi-sensory learning</b>	Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands – on) and speaking.



<b>OT</b>	<p><b>Occupational Therapy/Therapists</b> Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of a computer.</p>
<b>Pastoral Team</b>	<p><b>Pastoral Team</b> Refers to the emotional and non-curricular support for students within school. Often the year office and form tutor.</p>
<b>PD</b>	<p><b>Physical Disability</b> There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support.</p>
<b>Person-Centred</b>	<p>A preferred approach working with young people with SEN, ensuring that all decisions are collaborative between the young person, their parents/guardian and the school. This ensures that all decisions prioritise that young person's lived experience.</p>
<b>PMHW</b>	<p><b>Primary Mental Health Worker</b> An external professional allocated time in school to meet with and support students having challenges with their mental health and wellbeing.</p>
<b>Post-16</b>	<p><b>Post-16</b> Refers to the period of education following secondary school. This includes college, sixth-form or an apprenticeship.</p>
<b>Processing need</b>	<p><b>Processing need</b> Refers to challenges with receiving and responding to information and requiring more time to think through information.</p>
<b>PRU</b>	<p><b>Pupil Referral Unit</b> An alternative education provision which is specifically organised to provide education for children who are not able to attend mainstream school</p>
<b>Pupil Profile</b>	<p><b>Pupil Profile</b> A document put together to outline a student's SEN needs and specific provision within school. This is used by teachers to inform planning, assessment and support in class.</p>
<b>R&amp;R</b>	<p><b>Restore and Repair</b> A system used at Blatchington Mill School for students to discuss challenges in the classroom with their teachers at the end of the day.</p>



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	Designed to support reflective conversations and ensure positive progress in school moving forward.
<b>SALT</b>	<b>Speech and Language Therapy/Therapist</b>
<b>Schools Mental Health Service</b>	<b>Schools Mental Health Service</b> Formally the School's Wellbeing Service, the team around supporting young people accessing support through CAMHS and in need of support for their mental health.
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs and or Disabilities</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>SEND Code of Practice</b>	<b>The legal document that sets out the requirements for SEN</b>
<b>SEND Status</b>	<p><b>N – No SEND need</b></p> <p><b>K – SEND Support:</b> the category that replaces SA and SA+ from September 2014. (Most closely aligned with 'old' SA+)</p> <p><b>K+ - SEND Support:</b> a student with developing needs that may need an EHCP in the future.</p> <p><b>C -</b> A student where we are investigating potential SEN needs.</p> <p><b>EHCP – Education, Health &amp; Care Plan-</b> EHCPs can be applied for between 0-25 years.</p>
<b>SLC</b>	<b>Speech, Language or Communication Need</b> Students with SLC have difficulties using and understanding expressive, spoken or language. Students may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. .
<b>SLD</b>	<b>Severe Learning Difficulty (SLD)</b> Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.
<b>SpLD</b>	<b>Specific Learning Difficulties</b> E.g. Dyslexia, Dyscalculia and Dyspraxia.
<b>Stakeholder</b>	Any person/organisation with a vested interest in a young person's education and progress within an annual review all stakeholders around the young person will be invited to contribute and attend.



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<b>TA</b>	<b>Teaching Assistant</b>
<b>TAF</b>	<b>Team Around the Family</b> Multi-agency intervention for students and their families who are receiving support from a range of agencies
<b>Trauma-informed Practice.</b>	Trauma-informed approaches have become increasingly cited in policy and adopted in practice as a means for reducing the negative impact of trauma experiences and supporting mental and physical health outcomes.
<b>Trusted Adult</b>	An identified person within school there to support and mentor a young person.
<b>VI</b>	<b>Visual Impairment (or vision impairment)</b> Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.
<b>Working memory</b>	Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.



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### Appendix 4

#### Table of Terminology Changes from Previous Codes to Code of Practice 2014

New Terminology/ On SIMS as	Definition
Communication Interaction	Children/young people with difficulty 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/use social rules of communication. 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 autism, 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 & Learning	Support may be required when children/young people learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs, where children are likely to need support in all areas of the curriculum, those who also have 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional & Mental Health	Children/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.



Sensory and/ or physical	<p>Some children/young people require special educational provision because they have a disability which prevents or hinders them in making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children/young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional support and equipment to access all the opportunities available to their peers.</p>
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