

**Royal Borough of Kingston upon
Thames**

Learning and Children's Services



**Special Educational Needs
Inclusion Policy & Strategy**

Incorporating Disability Access

Autumn 2009-2012

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SEN Inclusion Policy & Strategy

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Special Educational Needs (SEN) Inclusion Policy & Strategy

1. Context

The SEN (Special Educational Needs) Policy is a key element of The Royal Borough of Kingston's policy framework for supporting the needs of all children and young people between the ages of 0 to 19.

The Council's overarching aim is to make Kingston the best place to work and live and our Children & Young People's Plan (CYPP) sets out a commitment to ensuring our children have the best chances in life and our schools and settings provide the best education and care.

We believe all pupils can make progress and with the right help, reach their potential at school and develop the skills to continue lifelong learning. For some young people this will mean becoming independent, economically active citizens and for others, we recognise it will be developing skills for daily living.

Our future strategy for SEN is focused on three goals; personalisation, inclusion and partnership.

This policy reflects the key priorities of the CYPP:

- Support the further integration of services
- Take forward the workforce development strategy
- Commission provision that meets the needs of children, young people and families

The overriding priorities continue to focus strongly on improving children's life chances by:

- Narrowing achievement gaps
- Raising educational standards and improving outcomes for all,
- Improving prevention services and safeguarding
- Supporting and engaging parents and carers, and promoting the physical and emotional well being and mental health of children and young people
- Listening to children and their parents

The Council is committed to putting people first; promoting equality of opportunity and inclusion, particularly for people with disabilities and working towards ensuring good relations between people of different backgrounds.

We have invested in improving teachers' expertise and the skills of teaching assistants in meeting the needs of children and young people with SEN and those with disabilities (LDD). We have established services which intervene earlier and resourced schools to give help when difficulties occur.

We have established specialist resourced provision (SRP) in mainstream schools and funded specialist teachers to work alongside their mainstream colleagues. We have reviewed our special school capacity and developed Post 16 provision. We have reviewed and refocused our special schools and we remained committed to ensuring they maintain a leading role in our strategy.

We know these approaches have been effective because more children, particularly with autism, are being included in our schools and the outcomes for them reflect the aims of Every Child Matters. However, we are not complacent.

We place great importance on parents as partners. We have made good improvements in the quality and range of information we provide. Feedback from parents evidences their confidence in the impartiality of our Parent Partnership Service (PPS) and the support they are given through our delivery of the National Autistic Society's EarlyBird programme. Parents are involved in our services and influence our priorities; they are represented on the steering groups for each of our SRP and the PPS.

We have strengthened what we can achieve through joint working with professionals from other agencies and across disciplines.

The expansion of extended services, delivered in schools and commissioned through cluster arrangements, provides a significant opportunity for students with special needs to benefit from additional enriching experiences and positive activities. Each school in Kingston now provides the full core offer of parenting support to families, swift and easy access to information advice and guidance, wraparound care and a good range of activities designed to stimulate and challenge children of all ages.

We have provided clear definitions of SEN and disability (see Appendix 2) and we have provided schools with an overview of their disability equality duties and case studies which illustrate discrimination. We have encouraged schools to identify children with disabilities and ensure their parents/carers receive information about the Disabled Children's Register. We have adapted buildings and provided equipment to improve physical accessibility, putting changes in place which we believe demonstrate reasonable adjustment.

We are experiencing an increasing demand for school places and the number of pupils identified with SEN is increasing. This development presents management and organisational challenges for the future. This is why we have developed this strategy.

In April 2010, local authorities will become responsible for the commissioning and delivery of education and training for young people aged 16-25 where they have specified additional needs. This includes the responsibility for assessing those needs, determining how those needs can best be met, and commissioning the provision, with additional support where required.

2. Vision and Principles

- All parents and carers are partners in meeting the needs of their children and in developing responsive and timely services. They are entitled to good quality, accessible information, support and independent advice
- All children and young people are valued equally and have the right to learn, enjoy their time in school, achieve and participate fully in learning and community activities that are sensitive to their abilities and provide many opportunities for them to achieve.
- All children and young people with SEN/LDD will achieve more if we have high expectations of them
- All children and young people are empowered; their voice is heard and listened to
- All our schools will be inclusive and welcoming, delivering highly skilled teaching recognising personal strengths and differences.

- Special schools have a key role in developing the wider workforce as well as providing very specialist placement where appropriate. Alongside mainstream schools with resourced provisions they will support and maximise the Inclusion Development Programme.
- Outcomes for children and young people with SEN/LDD will be improved when statutory and voluntary agencies work together in a coordinated and integrated way
- Everyone has a responsibility to be alert to the disadvantages children & young people face because of race, gender, social and economic circumstances. We know that the biggest barrier facing children with disabilities is the negative attitude which still exists in areas of society; practice which does not redress this barrier leads to discrimination.
- Kingston is committed to being a research-active authority, outward looking and constantly seeking to update its specialist knowledge.

Our overriding priority is to close the achievement gap and improve outcomes for individual children and young people with SEN/LDD.

3. Aims and objectives

3.1. To maintain and improve the quality of provision for children and young people with special educational needs, by:

- Ensuring SEN is the responsibility of everyone; all teachers, all staff and LA services
- Providing a high quality network of special and mainstream schools working collaboratively and with other agencies
- Supporting schools and Private and Voluntary settings in their self review of provision for SEN and Inclusion, and monitoring its quality. Settings in receipt of the Early Education Grant should have regard to the SEN Code of practice
- Ensuring progress is tracked and achievement identified and celebrated
- Providing high quality training and support which recognises all levels of expertise and ensures all staff are confident about meeting the needs of all learners
- Developing the capacity of Governors to understand the needs of these learners and to remove attitudinal and physical barriers to access and inclusion
- Ensuring that all schools continue to provide high quality education for children and young people with the most severe and complex needs
- Developing opportunities to improve and develop provision for children and young people with SEN through extended services cluster working, behaviour improvement partnerships including the Secondary Collaborative and the Integrated Services for Children with Disabilities and Complex Health Needs
- Making arrangements and clear progression pathways to ensure smooth transition when a child begins schooling or transfer between schools and college
- Ensuring commissioned provision is available in further education colleges to increase opportunities for young people with special educational needs to enjoy the benefits of a local college placement

3.2. To implement consistently effective, cross agency early and ongoing assessment systems, by:

- Supporting professionals to recognise the most important purpose of assessment is to inform teaching and learning and the meaningful involvement of learners and

their parents

- Ensuring early identification, assessment and intervention for pre-school children with special educational needs, where possible in inclusive settings and in partnership with other agencies
- Supporting the moderation of judgements of attainment at the P levels
- Working with other agencies to implement the Common Assessment Framework (CAF) as part of a coordinated and staged approach to early identification, information sharing and packages of support
- Encouraging parents/carers, Private and Voluntary settings and schools to work together in recognising individual needs, drawing on external advice and using delegated resources flexibly to make appropriate provision
- Using comparative data to improve assessment and achievement in schools
- Continuing to ensure high quality Statements of SEN and high quality Annual Reviews

3.3. To ensure resources are allocated and used efficiently and effectively by:

- Maintaining and developing transparent, well understood financial systems to ensure LA levels of funding matches the needs of children and young people with SEN/LDD
- Allocating specialist services, such as Educational Psychology, according to need and ensuring monitoring is in place to allow timely refocusing of our services as our needs analysis changes.
- Monitoring and reviewing overall resourcing levels to ensure the best possible match to needs and available resourcing, particularly at times of transition
- Ensuring children and young people with SEN/LDD and their families benefit from resources delegated through clusters and extended school partnerships
- Promoting arrangements to join up different agency resources. 'pooling budgets' where appropriate to ensure the needs of those with SEN/LDD have their needs met
- Targeting services to Children 'looked after' in Public Care

4. Keeping the Policy under Review

The strategy covers the period to July 2012 and the impact will extend beyond that.

We will translate our planned action into targets for our service team plans as part of our existing performance monitoring and reporting.

All pupil progress is reviewed through individual targets and progress made. In time RAISE online will have the capacity to support the analysis of performance data on pupils with SEN/LDD who are working below age-related expectations at each key stage. Better use of data will help to raise expectations and help schools to not only look at individuals but to analyse groups and make comparisons between the progress of similar groups of learners.

For those pupils subject to a Statement, the Statutory Annual Review will also look at whether the objectives in the Statement have been met and consider the plan for the following year. LA officers from the Support for Learning Service and Educational Psychology Service, undertake the statutory function with regard to annual reviews.

The Strategic Lead Inspector for SEN and Inclusion in conjunction with the Strategic Manager for Assessment & Support for Learning have responsibility for ensuring provision for children generally and individually is audited, planned and monitored.

Our SEN Policy Group comprising key senior officers, with responsibility for reviewing and updating the SEN arrangements will review progress against targets in the Children & Young People's Plan.

We will measure the success of our strategy by asking children and young people with SEN/LDD and their families "has it made a difference?" and by asking a range of stakeholders (through discussion, web feedback, steering groups) whether we have been successful in making practical improvements and changing attitudes which have a positive and real impact on the lives on disabled children and disabled adults in schools. We will monitor our overall objectives to increase accessibility and set out our strategy in an action plan.

The school improvement cycle of analysis, action, evaluation and review is the key to building sustainable improvement. In effective, inclusive schools, learners with SEN/LDD are fully included in this cycle. The Link Inspector/School Improvement Partner (SIP) has a role in supporting and challenging the action of individual schools to remove barriers and ensuring good progress. All Special Schools have a SIP and all resourced provision are included in the school SIP evaluation and further monitored by the steering group led by a senior officer from the LA.

We welcome feedback on the strategy at any time. We will make changes immediately where reasonable adjustments are needed or to prevent unlawful discrimination. We will collate and analyse feedback.

Our commitment to reducing bureaucracy means being alert to the level of paperwork and consequently, we have been encouraging schools to combine their Access Plans and Equality Schemes to reduce the pressures of producing and publishing separate documents.

5. What more is left to do?

We intend to continue to improve children and young people's life chances and recognise that the best way to do this is through providing excellent universal services complemented by first class targeted and specialist support.

Our Children and Young People's Plan sets out how we intend to improve over the next three years. Below is a summary of the key challenges for improving services for children and young people with SEN/LDD and their families.

We want to make improvement in the following areas:

Schools, Pre-Schools and Further Education Colleges

- Continue to improve progress and achievement of children with SEN/LDD and narrow attainment gaps
- Ensure every provision for children with SEN/LDD is of a good or outstanding standard

- Support pupils at times of transition; between schools and into further education, employment and training
- Promote a culture of respect and consistently promote positive attitudes to children and young people with SEN and LDD
- Ensure that every young person aged 16-19 with a learning difficulty or disability is prepared for access to employability and independent living, accessing an appropriate course with additional support where needed

Service Developments

- Increase the level of support mainstream schools can give children with ASD and those with speech & language or emotional, social and behavioural difficulties
- Increase resourced provision in mainstream schools, with particular focus in secondary on ASD and BESN
- Review the increasing number of pupils identified with SEN/LDD
- Continue to develop services which intervene early, particularly for children aged under 5 and those delivered through Children's Centres
- Embed strong support for emotional well being and mental health; developing children's resilience and resourcefulness
- Ensure that the design and delivery of extended services fit into an inclusive service model and additionally takes their particular requirements into account
- Ensure our improvements for physical accessibility include Information and Communication Technology, particularly for sensory impairments

Assessment

- Invest in systems for assessments and early intervention and reduce reliance on Statements to provide effective provision

Parents and Carers

- Improve LA and schools communication and consultation with parents
- Support parents through information and advice, signposting services to ensure they can be actively involved and helped to understanding their child's difficulties
- Increase parents' confidence in the support their children receive and improve timescales for completing Statements
- Ensure parents are provided with practical support and easy access to relevant parenting programmes

Partnerships

- Embed the integrated service for disabled children and further improve support for complex health needs
- Work with the Primary Care Trust to reduce waiting times for therapy
- Ensure that children and young people who are looked after do not face disadvantage in accessing services
- Recognise the important role played by the third sector and voluntary organisation in providing services and supporting families
- Identify with extended services providers, and commission as necessary, activities and projects that can offer appropriate additional positive experiences to children; put in place the practical support and guidance that providers may require to enable them to meet better the needs of this group of children
- Work in partnership, regionally and sub-regional, to develop sufficient locally-based specialist provision and minimise the need for residential or remote provision
- Successfully achieve the objectives in our Children and Young People's Plan (CYPP).

Our 2013 CYPP targets and performance indicators will define our work and allow us to measure our success:

1. Continue to narrow the attainment gaps in all key stages between SEN/LDD pupils and other pupils
2. Improve the skills and confidence of staff working with pupils with SEN/LDD by promoting the effective use of the Inclusion Development Programme materials as they roll out to schools
3. Increase the number of children and young people with SEN/LDD to fully engage at Annual Reviews ensuring their voice is heard
4. Increase access to suitable post 16 provision including Further Education for pupils with SEN/LDD and disengaged young people to ensure an appropriate and relevant curriculum
5. Ensure timely completion of Statutory Assessments by raising awareness of NHS capacity, particularly related to paediatrician availability
6. Ensure all children and young people with learning difficulties, disabilities and complex health needs receive treatment within 18 weeks of referral in line with national targets
7. Deliver the core offer for families with children and young people with disabilities and complex needs, identified within the Aiming High for Disabled Children agenda
8. Improve provision for children and young people with disabilities and complex health needs that meets the Aiming High for Disabled Children short break transformation programme
9. Improve outcomes and experiences for children young people and their families living with life limiting and life threatening conditions

How the Policy was developed

All Schools were invited to take part in an event to look at refreshing the existing SEN policy. A draft version was produced for wider consultation.

Parents and carers have given us their views and comments on our policies and proposals for change through formal and wide public consultation and through stakeholder events for parents and carers of children and young people with disabilities. During 2006, 82% of respondents to consultation supported proposals to establish more specialist provision in mainstream schools.

A small working group oversaw the development of the Disability Access elements of the Strategy. The group has been able to call on expertise and views of a wider group including other staff, children & young people with disabilities and their families. We have asked disabled people in the wider community for their views on increasing access. The Council has developed strong collaborative working relationships with parents.

We recognise that children and young people come from a variety of backgrounds and both genders; discussion with them needs to capture all pupils' views. We have collected views of children & young people individually through their schools, through statutory assessments and reviews. We have published our proposals for change in a website for young people. We have used the voluntary sector to help us gain the views of young disabled people. The involvement of disabled children & young people is an ongoing activity. We will encourage schools to ensure all children & young people have a voice.

Definitions

We use SEN/LDD to mean all children and young people with special educational needs, learning difficulties and disabilities.

Definition of SEN

We use SEN to describe significantly greater difficulty learning than the majority of children the same age; or a disability which prevents or hinders them learning as successfully.

Definition of Disability

We use the Disability Discrimination Act (DDA) definition; a physical or mental impairment that has a substantial and long-term adverse effect on normal day to day activities. This includes asthma, diabetes, cancer, multiple sclerosis and HIV. This definition says that the effects must last at least 12 months and day to day activities means mobility, dexterity, physical co-ordination, continence, speech, hearing or eyesight, ability to concentrate, learn or understand perception of the risk of physical danger.

The DDA sets out a general duty to promote equality of opportunity; eliminate unlawful discrimination for a reason related to disability and harassment; promote positive attitudes towards disabled people; encourage participation in public life by disabled people; take steps to meet disabled people's needs, even if this requires more favourable treatment.

It also requires the production of a Disability Equality Scheme with the involvement of disabled people. It should set out how evidence is gathered and analysed to inform actions to increase access to the curriculum, physical environment and written information, as well as arrangements to assess the impact of their existing and proposed. The DES should include a 3-year action plan for the next three years and report on progress every year. Kingston Council publishes an equalities scheme which sets out its plans for all Council services. More detailed steps to increase accessibility for children and young people are set out in the Learning & Children's Services action plans which accompanies its policy.

The DDA requires reasonable adjustments.

Provision Maps, individualised targets and IEPS

All children have individual 'personalised' targets for their improvement and progress. We do not believe that it is an effective use of school's resources to produce the additional written targets, which are sometimes referred to as 'IEPs' and in some authorities are computer generated and unrelated to the individual child. Indeed we believe that this places an unnecessary paperwork burden of on schools.

Kingston schools use 'Provision Maps' as a tool to help them plan and set out a summary of the help for pupils with additional needs, showing 'at a glance' the range of staffing, specialist programmes and other support.

Provision maps can be helpful in sharing information between home/school about the support available and involving parents in decisions. A provision map, highlighted to show help, can quickly demonstrate what exactly is being provided for the individual child. Provision maps can help reduce paperwork, e.g. for children with common difficulties in literacy groups, the school can mark individual photocopies showing help received.

For children with a Statement of SEN, the Headteacher has responsibility for setting short and long term targets which are integral to his/her individual learning programme. Regular monitoring and review, at least termly, give a broader view of progress for the learner and their parents as well as used to improve curriculum and intervention planning.

The LA will measure school performance in light of the three key principles set out in the Department for Children, School and Families (DCSF) Progression Guidance 2009-10

- High expectations are key to securing good progress
- Accurate assessment is essential to securing and measuring pupil progress
- Age and prior attainment are the starting points for developing expectations of pupil progress

The Information Regulations **Appendix 4**
The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001

These Regulations say that every LA must publish information about the help it gives to children with SEN.

What the LA expects schools to provide, from schools budgets
 (see provision maps- Appendix 2)

What the LA expects schools to provide from Budgets held centrally by the LA
 Support services from:

- Assessment & Support for Learning, including speech & language
- School Improvement Service
- Parent Partnership
- Educational Psychology Service
- Pre-School Support Service, including Portage
- Educational Service for Sensory Impairment
- Pupil Support Service including Behaviour Support

For pupils with complex speech, language and communication needs an enhanced level of support is available at school action plus through bespoke packages, which may include central support services, assessment, additional funding for in-school provision or placement in a resourced provision.

For pupils subject to a Statement, funding from the Kingston Matrix to facilitate the provision set out in Part 3 of the Statement

a) General arrangements to identify children with SEN/LDD

The LA has 'criteria' to identify children with SEN/LDD at School Action and Action Plus which are used to guide schools.

School Action and School Action Plus

Schools have the skills and the resources to be able to meet most pupils' needs themselves. This leaves the LA to make provision for a much smaller group of children and young people, typically those with severe and complex needs.

When a school identifies that an individual child is having SEN/LDD difficulties which may need some additional support in class, this extra help is known as School Action. If sufficient progress is not made it will become necessary to do something different, and extra, to what has already been done. If the difficulties persist and lack of progress remains an issue, it may be necessary to introduce more specialist intervention. This is known as School Action Plus. It is usual for the school to involve a range of specialists from outside of the school at this stage. This means more help for pupils with the greatest needs and less help as things improve.

Criteria for School Action and Action Plus

To help schools make decisions about children at School Action and Action Plus. Schools use written down good practice examples known as "the criteria".

Schools use the criteria to:

- identify when children should be on their SEN registers
- help them know when to move to School Action Plus
- trigger a referral to the LA for severe levels of difficulty

The LA uses the criteria to:

- ensure children with similar difficulties are helped, whichever school they attend
- compare children in different schools
- decide which children need to have a detailed Statutory Assessment

The criteria, which were developed by London Councils working together to ensure fairness, show that 5% of all Year 6 children at National Curriculum Level 2 would be identified as School Action Plus. Using the criteria as a guide, the LA asks questions about what the child has achieved, what difference the help already given has made and what additional help (provision) is likely to be needed. Parents are expected to be involved in this process. Only then can it make a decision whether an assessment is needed.

b) Monitoring the admission to school of children with SEN

The LA monitors the overall level of admissions to school of children with SEN through termly benchmark data which it collects from every school. The LA's Pre School Support Service (incorporating Portage) maintains an overview of children with complex needs and ensures, in liaison with the Educational Psychology Service, that children who will require assessment or specialist provision on entry into school, are brought to the attention of the LA early. Through its multi-professional meetings known as Statutory Assessment Advisory Group (SAAG) and its sub groups for children with speech & language difficulties (SALEP) and social communication disorders (SCEP), the LA has overview of children with speech language & communication difficulties and their admission to nursery and school.

The LA operates Fair Access Protocols (FAP) to ensure that access to education is secured quickly for pupils without a school place, including those with SEN/LDD. FAP also ensure that all schools in the area admit their fair share of hard to place pupils with challenging behaviour including those excluded from schools. The LA has established a Fair Access Panel, comprising LA Officers and Head Teachers to monitor the operation of the FAP at least half termly and report to the School Admissions Forum.

c) Organising assessments

The Statutory Assessment team organises assessments and makes and maintains Statements. There is a named caseworker for every school. The LA operates an advisory group, SAAG, to discuss and recommend appropriate support and placement for pupils with a Statement. The Statutory Assessment Advisory Group (SAAG) is the first point of referral for a pupil with complex/severe needs who has arrived in the area. The Statutory Assessment Team Manager prepares the agendas and notes for action. The caseworker will present individual cases, prepare the relevant paperwork and undertake action to implement LA decisions as appropriate.

d) Organise, make and maintain Statements: as (c)

e) Supporting schools

The LA provides financial support to schools through its formula funding for additional needs, early intervention and the Kingston Matrix for children with Statements.

Further details of this funding are available. See weblink details for S52. <http://www.kingston.gov.uk/csffindata200911.pdf> Information about funding for Statements and additional support for pupils at school action plus is given in the Parents Guide. Where pupils are subject to a Statement, the Statutory Assessment Team will ensure that Matrix support is delegated to Kingston schools and recouped for any non Kingston resident pupils, from their home LA. All Schools are provided with core services and the LA summarises schools' entitlements in a written documents setting out the support services they will receive through the LA funding formula and those which are available on a 'buy back' basis.

Where Kingston pupils attend maintained schools outside of Kingston, funding is passed onto the LA which maintains the school. For pupils in the mainstream, this will effectively mean transferring the Matrix. For special school placements, the LA which maintains the school will recoup the unit cost of a place.

f) To audit, plan, monitor and review provision

Pupil progress is reviewed through the Statutory Annual Review for those subject to a Statement. The LA has set up a core team, known as the Support for Learning (SfL), to ensure the LA fulfils its statutory function with regard to annual reviews. SfL co-ordinates the involvement of the Educational Psychology Service and the Educational Service for Sensory Impairment in the Annual Review process. The Strategic Manager/Inspector for SEN and Inclusion, in conjunction with the Strategic Manager for Assessment & Support for Learning, have responsibility for ensuring provision for children generally and individually is audited, planned and monitored.

g) To secure training, advice and support for staff working in their area

The LA has a comprehensive professional development programme to provide training, advice and support for staff working with SEN. This programme includes termly network meetings for School key teachers with responsibility for SEN, the SEN Co-ordinator (SENCO) and an Annual SEN Conference, planned by the lead inspector for SEN.

All schools have a designated Educational Psychologist who works in partnership with the school to ensure children's needs are met appropriately and staff receive appropriate support and training. All Schools also have access to training and advice from LA specialist teachers and Speech & Language Therapists. Private and Voluntary (P&V) settings are also provided with support and training from the Pre-School Support Service, Educational Service for Sensory Impairment and Educational Psychology Service.

The LA has specific early years training in SEN for the P&V Early Years sector, including SENCO initial training, termly networks and SEN surgeries; other SEN training is included in the training directory and is also accessible to childminders and play workers. All P&V settings are supported by an Advisory teacher for SEN and an Area SENCO

The LA also provides training and development for school governors with regard to their SEN duties, particularly targeting governors with responsibility for SEN and inclusion.

h) To review and update the arrangements

The LA operates a strategic group 'the SEN Policy Group' comprising key senior officers, with responsibility for reviewing and updating the arrangements referred to in (a) to (g) above.

Glossary of terms and abbreviations in this document

Abbreviations	Terms
ASD or ASC	Autism spectrum disorder. This term is a medical diagnosis. Recent research has indicated that the term ASC autistic spectrum condition is less likely to cause offense than disorder because it recognises that like their neurotypical peers, children with autism have skills and abilities.
BESD	Behavioural, emotional and social difficulties
CYPP	Children & Young People's Plan: Strategic plan of the Council and its partners to improve the lives of all Kingston's children
DDA	Disability Discrimination Act: Key legislation to protect disabled people from discrimination
DES	Disability Equality Scheme: A written plan setting out what the LA will do to promote equality for disabled people. It is a statutory requirement of the DDA for all public bodies to publish a scheme.
DCSF	(formerly DfES) Department for Children, schools & families
ES	Equality Scheme
FAP	Fair Access Protocols
ICT	Information & Communication Technology
ICOUNT	Register of Children with Disabilities
LA	Local Authority
LDD	Learning difficulties and disabilities
P-LEVELS	Assessment Tool for measuring small steps in children's progress below the levels of the National Curriculum
PPS	Parent Partnership Service
Private & Voluntary	Private and Voluntary day schools and nurseries
SAAG (and SALEP SCEP)	Statutory Assessment Advisory Group (SAAG) A multi-professional meeting to discuss provision and placement and recommend to the LA. SAAG has 2 sub groups to review children with communication difficulties and their admission to nursery and school (SALEP for children with language difficulties and SCEP for social communication disorders).
SEN	Special Educational Needs: term used to describe greater difficulty learning. Includes some disabilities but not all.
SENCO	SEN Co-ordinator: Teacher who has day to day responsibility for children with SEN
SEN/LDD	Special educational needs, Learning difficulties and disabilities
SIP	School Improvement Partner
SRP	Specialist resourced provision.
STATEMENT	A legal document setting out the needs and help given to an individual pupil with severe and/or complex SEN learning difficulties
Third sector	This term is used to refer to charities and social enterprise organisations. It includes not for profit organisations and the voluntary sector.

Existing specialist resourced provision

Appendix 6

Some schools provide additional support either as Specialist Resourced Provision (SRP) dedicated accommodation with increased access to teaching, therapy and support staff pupils are included in main classes on an individual basis as appropriate, or as Enhanced Specialist Teaching – specialist support for autism, in the classroom from staff working alongside mainstream classroom teaching.

SRP:

For Moderate to Severe Learning Difficulties, at

Tolworth Infants' School and Tolworth Junior School, Tolworth,

For Speech & Language Difficulties, at

Castle Hill School, Buckland Road, Chessington,

For Autism Spectrum Disorders, at

Surbiton Children's Centre (Nursery), Alpha Road,

The Mount Primary School, Dickerage Lane, New Malden,

Knollmead Primary School, Knollmead, Surbiton,

Latchmere School, Latchmere Road, Kingston,

For Social and Emotional needs, at

Malden Manor Primary, Lawrence Avenue, New Malden,

For Hearing Impairments, at

Knollmead Primary School, Knollmead, Tolworth,

Schools with Enhanced Specialist Teaching for Autism Spectrum at

Fern Hill Primary School and Grand Avenue Primary School.

We have 3 Special Schools:

Bedelsford School. For pupils aged 3 to 16 with physical, profound & multiple learning difficulties.

Dysart School. For pupils aged 5 to 19 with severe learning difficulties/autism spectrum disorder.

St. Philip's School. For pupils aged 11 to 19 with moderate to severe learning difficulties and autism spectrum disorder.

We have 2 Pupil Referral Units – PRU

The PRUs are intended to be 'time out' facilities rather than special schools. It is inappropriate to consider them as a resource for children with SEN. However it is recognised that due to the nature of the needs of the young people who attend the PRU, some have SEN as well as their identified needs. Our policy is that the PRU is not a suitable placement for children and young

SEN Terms and Abbreviations Used

Appendix 1

Autistic Spectrum Disorder is a term which recognises there are a number of sub groups within the spectrum of autism. Pupils with ASD find it difficult to understand and use social communication and understand social behaviour. This affects their interaction with others and they may have difficulty thinking and behaving flexibly. This is sometimes described as the triad of impairments. Pupils with Asperger Syndrome share the same difficulties but tend to have higher intellectual abilities and fewer problems with language.

Emotional and Social Needs (can be referred to as ESD, emotional and social difficulties). Pupils with emotional and social needs cover the full range of ability and a continuum of severity. Many children are vulnerable at times in their education through social and emotional experiences. This can make it difficult for them to benefit from the teaching and learning opportunities which are offered to all children. Schools are able to put in place structures which support them to overcome the barriers to their learning. Provision to support pupils with the most significant level of difficulty usually involves a range of specialists which is wider than the teaching and support staff of a mainstream school. They may frequently need smaller groups or individual teaching.

MLD/SLD. Pupils with moderate learning difficulties attain significantly below expected levels in most areas of the curriculum. Their needs cannot be met through normal differentiation and the flexibility allowed in the National Curriculum. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

GLOSSARY OF TERMS USED FREQUENTLY

ASD	Autistic Spectrum Disorder
ESD	Emotional Social Needs
LA	Local Authority – the body responsible for maintaining all schools under public sector management in the borough
MLD	Moderate Learning Difficulties
Outreach	Sharing of expertise, usually teachers from the special schools and/or specialist resources working in partnership with mainstream supporting children with most severe and complex SEN to provide advice and guidance to colleagues in other schools
Provision	We use this to describe the range of help which we give children with SEN to meet their needs e.g. specialist teaching for 2 hours per week
RBK	The Royal Borough of Kingston upon Thames
SEN	Special Educational Needs – A child is said to have such needs “if he or she has a learning difficulty which calls for special educational provision to be made” (Education Act 1996)
SENCO	Special Educational Needs Coordinator
SLD	Severe Learning Difficulties

TA	Teaching Assistant
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