Walmley Infant School Special Educational Needs and Disability (SEND) Policy 2026-27

WALMLEY
INFANT SCHOOL

Reviewed by Full Governing Board on July 2023, July 2024 and July 2025

Accepted by Governing Body:

Further reviewed: July 2026

Next review date: July 2027

Walmley Infant School Special Educational Needs and Disability (SEND) Policy 2026-27

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 years (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 years (Jan 2015)
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- 'Every Child Achieving and Thriving' (Feb 2026)
- The Schools White Paper 2026 (March 2026)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011

This policy was created by the school's SENCo in liaison with the SLT, all staff, Governors and parents of pupils with SEND.

This policy has been co-produced in the spirit of current reform.

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SECTION 1.AIM

This document is a whole school policy and endeavours to convey the idea of a united school whereby we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school climate that recognises the right of pupils with special educational needs not to stand out from their peers.

We are striving to provide an inclusive environment where equality is achieved by treating all learners differently.

We believe that the "purpose of education for all children is the same …… but the help individual children will need will be different". (Warnock 1978)

Meeting special educational needs can be accomplished through the provision of a special means of access to the curriculum, and by attention to the social structure and emotional climate in which the education takes place.

Values and Vision for SEND at Walmley Infant School

We have an inclusive ethos where pupils are valued as they are the key to the success of the school and part of the school society and the wider community.

Our objectives reflect the principles of The Equality Act and Walmley Infant School Admissions Policy

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SECTION 2: OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND pupils
- To raise the aspirations of and expectations for all pupils with SEND.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- To develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self esteem can grow.
- To promote an attitude which ensures links with parents are always good and nothing is hidden from them.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To consider the wishes/views of the child relevant to their age and comprehension ensuring the Child's Voice is listened to and acted upon.
- To ensure every teacher in Walmley Infant School is a teacher of every child including those with SEND.
- To develop a whole school policy for assessment-one in which the curriculum delivery removes all barriers, one where pupils know what is expected of them and one where teachers have high expectations of all pupils and care about their performance.
- To request support and forge links with appropriate outside agencies that will enable children to receive the help they need quickly and effectively.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Within our school/setting we identify the needs of pupils by considering the needs of the whole child not just their special educational needs.

* 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

*SEND Code of Practice 0-25 years, Jan 2015, page 16

Other issues may impact on progress and attainment but do not mean a child has SEND;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a 'Looked After' child by their Local Authority
- Being a child of a serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEND

* 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.'

This is the process by which our school identifies and manages children and young people with SEND:

As the Code of Practice suggests pupils are only identified as SEND if they make less than expected progress once they have had intervention/adjustments and good quality personalised teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

*SEND Code of Practice 0-25 years, Jan 2016, 6.44, page 100.

Our approach to identification

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

There are four broad areas of SEND needs which include:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical needs.**

Cognition and Learning-Assessment using the Toolkit Progress Tracker

The class teacher raises concerns about a pupil's rate of progress. They assess the pupil against the Language and Literacy and/or Maths Continuum tracker. Ordinarily Available Guidance (OAG), is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Matrices are available to support the level of provision identified based on the continuum assessment and the expected rates of progress, based on the point of assessment. There is a matrix pertaining to each school term.

The progress matrix is used to identify if the child is making less than expected progress.

Less than expected progress is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Our school decision around whether to make special educational provision involves the teacher and SENCo who considers all of the information gathered from within the school about the pupil's progress, alongside expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Plan

An individual target plan (ITP) is developed which sets out a clear set of expected outcomes for children whose main need is cognition and learning. The ITP is created and updated as often as pupil progress dictates. The ITP is shared with the child and all adults working with the child.

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The Individual Target Plan is used to support the implementation of identified support.

The ITP is implemented through Ordinarily Available Guidance and adaptive teaching targeted at the pupil's areas for development and supporting the further development of strengths. The targets are shared with the child and used as their success criteria. The pupil is informed of progress against ITP criteria through marking: how well they have done and what they need to do to improve. In subsequent lessons there is a supported opportunity for the pupil to revisit/review and practice ITP target. The ITP is a working document-as a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP.

Review

The ITP process informs continual review. When a new ITP has been constructed this will be as a result of the tracker being updated by highlighting and dating the targets achieved. A new ITP will then be generated and the cycle begins again. If the progress matrix continues to indicate need, a new target plan is constructed as two or three targets are achieved rather than waiting for a formal point of review. The child is constantly involved in the process of reviewing progress as the targets drive their daily success criteria. The progress matrix continues to indicate the level of provision:

No additional support – usual school pupil progress monitoring as detailed above is followed. Where less than expected progress has been made the next level of provision is made (**ITP driven OAG**)

ITP driven OAG –class teacher creates a new ITP once new targets are required to support planning. At usual pupil progress monitoring points in the year ITPs are used as evidence of progress. Where appropriate progress has been made the approach continues or level of support reduced to usual OAG strategies. Where appropriate progress has not been made, a move to the next

level of provision is made (**ITP plus additional support**) and a formal review date is set.

ITP plus additional support – class teacher, SENCo, pupil and parents meet to review progress. ITPs are used as evidence of the maintenance of skills acquired in interventions and support put in place (e.g. where an intervention has been used the impact on progress towards end of year expectations is monitored). Where appropriate progress is made the approach continues or level of support reduced to ITP driven OAG. Where appropriate progress has not been made, a move to the next level of provision is made (**ITP plus specialist support**) and a formal review date is set.

ITP plus specialist support - class teacher, SENCo, pupil, parents and appropriate specialists, meet to review progress made and assess level of provision required to continue supporting the pupil.

Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. This will be arranged by the SENCo with parental consent. Any advice regarding strategies and resources will be followed and reviewed to ensure the needs of the pupil are being met.

Review with parents will take place 3 times a year and are the responsibility of the class teacher, with support from the SENCo as appropriate. The SENCo will send a letter inviting Parents to their child's review. There is a proforma to inform this part of the process and ensure consistency across the school.

We may also seek advice from colleagues within Access to Education, Birmingham Education Services and NHS services linked to additional aspects of assessment linked to:

- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs.

When a child requires support that is not ITP appropriate an **IEP (Individual Education Plan)** may be written with clear Specific, Measurable, Attainable, Realistic and Time-Related (SMART) Targets.

Communication and Interaction needs are supported with Speech and Language Therapy Plans, Welcomm targets and /or Language and Communication targets from ITP.

Children with Speech and Language needs are identified in Nursery and School and WellComm assessment and resources are used to target set and plan interventions.

Children identified as having a Speech, Language or Communication and interaction needs are also supported by their Speech and Language Therapist provide by the NHS through the Balanced System.

They will liaise with parents and staff to enable them to support children through individual or group **Speech and Language Therapy Plans** and modelling intervention in school so staff can continue to support the child with their targets.

Social, Emotional and Mental Health needs are supported by the SENDCo, SLT, class teachers and teaching assistants. Children have access to talk and reflect with an adult and additional support can be accessed if required from Educational Psychology, Communication/Autism Team, Compass, STICK (CAMHS) and Early Help Providers. When appropriate, Behaviour Plans and Progression Framework are used for target setting.

Management Plans, Care Plans, Personal Care Plans and Medical Plans are formed with advice from parents and support agencies to support the needs of children with Sensory needs, a Physical Disability or Medical needs.

Personal Education Plan's (PEP's) detail the care and provision needed to support children who are 'looked after' by the local authority.

Single Page Profiles

Where a pupil's main need is not cognition and learning, such as ASC they may need a Single Page Profile. In partnership with the pupil, parents and appropriate outside agencies a single page profile will be created. A Single Page Profile will be updated to ensure it continues to reference personalised learning. It also provides an ongoing record of what needs have been identified and how to remove key barriers to effective learning.

SEND Support Provision Plans

These plans focus on the provision put in place for a child where their needs are complex and require multi-agency involvement, but where provision does not require an EHCP in order to support delivery in a mainstream setting. Parents are involved in this process and over time a picture of the child's need and provision is made. Send Support Provision Plans can also be used to allow mainstream settings to apply for top up funding for pupils who do not have an EHCP but where their funding profile indicates that the funding required is above the amount of funding that schools can commit from their own budgets.

Education, Health and Care Plans

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Requesting an EHC assessment

You can ask your local authority to carry out an assessment if you think your child needs an EHC plan. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors and teachers.

If the LA decides to carry out an assessment you may be asked for:

- any reports from your child's school or nursery
- doctors' assessments of your child
- a letter from you about your child's needs

The local authority will tell you within 16 weeks whether an EHC plan is going to be made for your child. If you require further information about EHC Plans please look to the new SEND Local Offer website which is packed with information, support and resources for children and young people with additional needs: www.localofferbirmingham.co.uk

Creating an EHC Plan

1. Your local authority will create a draft EHC plan and send you a copy.
2. You have 15 days to comment, including if you want to ask that your child goes to a specialist needs school.

3. Your local authority has 20 weeks from the date of the assessment to produce the final EHC plan.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

There is now a category of support, **SEND SUPPORT (K) in addition to EHCP support (E)**. It recognises that every pupil cohort in our school will be different and ensures we provide a different profile of needs overall and ensures pupil needs are personalised.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Although in the first instance it is our intention to provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENDCo, class teacher, parents and where appropriate the pupil.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Under the Children and Families Act 2014 local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also serve as an important resource for families, children and young people and professionals in understanding the range of services and provision in the local area. To find out more about Birmingham LA's Local Offer please log onto Birmingham LA's website:

Birmingham City Council Local offer Website: www.localofferbirmingham.co.uk

(Regulation 53, Part 4)

- To access **Walmley Infant School's SEND Information Report** please visit our website at www.walmleyinfantschool.co.uk

SECTION 8: LINKS WITH SUPPORT AGENCIES

At Walmley Infant School we make maximum use of all available external support agencies-these may be referred to at Specialist Support. The agencies approached will depend upon the child's needs and parental consent Advice and support may be sought from:

Access to Education Services:

- Behaviour Support Service (BSS)
- Language and Learning Support Service (LLSS previously PPSS)
- Communications/Autism Team – CAT
- Sensory Support Service HI/VI (SSS)
- Physical Difficulties Support (PDS)

Birmingham Education Services:

- Educational Psychology
- Birmingham Traded Services
- Birmingham Children's Trust

Other services include:

- Children's Advice and Support Service (CASS)-Birmingham Safeguarding Partnership
- SENDIASS-Special education needs and disability advice and support service (sendiass@birmingham.gov.uk)
- Integrated Family Support Team
- Early Years Inclusion support
- Community Connectors and Early Help

Links with Child Health Services

A wide range of health services can be accessed. Parental consent either verbal or recorded will always be required. These include:

- Speech and Language Therapy Service-Community and Traded Services
- School Nurse
- School Paediatrician
- ADHD Nurses
- Team for Hearing Assessment
- Paediatric Eye Service

- Occupational Therapy
- Physiotherapy
- CDC-Child Development Centre
- COMPASS (supporting Children's Mental Health)
- Forward Thinking Birmingham (Birmingham City's Mental health partnership for 0-25-year olds)/STICK Team
- Dietetic Service

SECTION 9: ADMISSION ARRANGEMENTS

- Our Admission Arrangements can be found on our website.

SECTION 10: TEST AND ASSESSMENT ARRANGEMENTS

- Children with SEND may require differentiated exam and assessment arrangements e.g. modified papers and assessments, resources, environments and extended completion times.
- Class Teachers are skilled in differentiating tests and assessments as appropriate.

SECTION 11: SUPPORTING TRANSITION

Transition Procedures

We have comprehensive transition procedures from class to class, across key stages, to Walmley Junior School and other local junior schools.

- At the Early Years Foundation Stage (EYFS) the child's teacher and/or SENCo will attend the last review and the parents and the child will be involved in planning transition arrangements along with any outside agencies involved.
- Visits to settings (home/nursery/playgroup) and meetings will be arranged as necessary to support the transition process.
- Open days encourage visits to the school/nursery and parents/children experience their new setting.

- Pupils attending Nursery/Reception also fill in a booklet about themselves and teachers plan activities to reduce transition anxiety for both child and parent.

- Photo Books are sent home for the child to look at over the holidays. These may have photos of their teachers, teaching assistants, lunchtime supervisor, classroom etc.

- If a child has been identified as having SEND (Additional Needs/Specialist Needs/EHC Plan) both the SENDCo and the class teacher of the receiving school will be invited to the last review along with parents and any outside agencies involved in order to plan for a smooth transition between infants and juniors.

- When a child with SEND moves to a new school **all** records are transferred to the new school.

- All pupils have experience of their new school through a planned timetable of visits at the end of Year 2. This is to alleviate any concerns and familiarise the pupils to their new school.

- Children are introduced to their new teachers and staff and write to existing pupils who tell them all about their new school. Pupils with SEND complete their Passport to Yr. 3 and share them with their new teachers.

- Transition Day and additional visits help children to become more familiar with their new school.

For more details please refer to our Transition Policy on our school website.

SECTION 12: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs and/or Disability (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- There are arrangements in place in our school to support pupils with medical conditions. Please refer to our Medical Needs Policy which can be found in the Policies section of our school website.
- Walmley Infant School has a separate Asthma Policy this too can be located in the Policies section of our school website.

SECTION 13: MONITORING AND EVALUATION OF SEND

- Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through regular audits, parent views, pupils' views and the views of our staff.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

SECTION 14: TRAINING AND RESOURCES

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo attends the LA and local SENDCo network meetings in order to keep up to date with local and national developments in SEND.

- Professional Development in SEND matters for whole school staff continues throughout the school year during some staff meetings and teacher training days.

SECTION 15: ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

- Walmley Infant School's Accessibility Plan is reviewed every year. This document can be accessed via the school's website.
- Barriers to learning are identified in four areas. These are to improve access for children with Communication and Interaction needs, Cognition and Learning needs, Social, Emotional and Mental Health needs and Sensory and Physical needs.
- Planning covers three Accessibility fields these are C- Curriculum E- Environment and I- Information.
- School promotes access for disabled pupils to the school curriculum through differentiated and/or modified teaching and learning.
- The wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits are planned to ensure access for all pupils. Educational Visits are planned with assistance from The Educational Visits Coordinator.
- Improvements are made to the physical environment of the school and physical aids to access education and amenities.
- Written information for SEND pupils e.g. hand-outs, timetables, textbooks and information about school events consider pupils'

disabilities and pupils' and parents' preferred formats are made available within a reasonable time frame.

- We operate an 'open door' policy so parents can speak to teachers informally before or after school. Appointments can also be made via the Office Manager.

SECTION 16: SAFEGUARDING

- The School Behaviour Policy, Anti Bullying Policy, our school ethos, the values in our School Charter and high expectations of good behaviour reduce the risk of bullying of vulnerable learners throughout our school. For more information you can access these policies and the school Safeguarding Policy on the school website.
- Children are consulted on how they feel in school. Their thoughts and opinions are recorded through the 'Child's Voice' and acted upon.
- We use specific approaches to address specific needs of pupils e.g. pupils with ASC, behaviour and social communication difficulties.

SECTION 17: STORING AND MANAGING INFORMATION

- SEND documents on hard copy are transferred to the child's new school on entering Key Stage 2 or if a child moves to a new school. Signed forms are kept by both schools to confirm this process.
- Any electronic copies are kept in school for a period of 7 years. This corresponds with the school policy on Information Management and the school's Confidentiality Policy.

SECTION 18: DEALING WITH COMPLAINTS

If a concern or difficulty is not being dealt with appropriately, even after full consultation with the professionals involved, an appointment with the SENCo and/or Head teacher can be arranged via the Office Manager.

The SEND Governor is also available if a meeting is deemed necessary.

SECTION 19: REVIEWING THE POLICY

Next Review: July 2027

SECTION 20: APPENDICES

These documents and Policies have been referenced in this policy and can be accessed on our school website-www.walmleyinfantschool.co.uk

- School SEND Information Report
- Walmley Infant School Admissions Policy
- Transition Policy
- Medical Needs Policy
- Accessibility Plan
- Asthma Policy
- Behaviour Policy
- Anti Bullying Policy
- Safeguarding Policy

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SECTION 21: ROLES AND RESPONSIBILITIES

Special Needs Organisation	Walmley Infant School and Nursery
Academic Year	2026-2027
Head teacher/Designated Safeguarding Lead and Children in Care Lead	Mrs H Murphy
Assistant Head Teachers	Mrs A Baines Mrs L Whittall
Medical Needs Coordinator	Mrs S Butler
Named Governor for Special Needs	Miss H Colley
Special Educational Needs Coordinator (SENDCo)	Mrs H Grace

Mrs H Grace can be contacted Monday to Thursday. Informal meetings can be facilitated before and after school or during the school day on these days.

The Special Educational Needs Co-ordinator will be responsible for the following duties:

- The drawing up, in consultation with the staff, of a policy for special needs and regular reviews of that policy
- The day to day organisation and administration of the school's SEND policy
- Liaising with fellow teachers and support staff
- Advising and supporting colleagues
- Co-ordinating provision for children with special educational needs
- Managing and purchasing resources to support special needs provision
- Maintaining records of all children with special needs
- Monitoring the records of all children with special needs
- Liaising with parents
- Contributing to the in-service training of colleagues concerning special needs
- Liaising with the SEND governor
- Liaising with external agencies.
- Taking lead responsibility in school for children at Additional support, Specialist Support and those with Education, Health and Care Plans.
- Co-ordinating annual reviews for children with statements or EHC Plans.

SECTION 22: GLOSSARY OF TERMS

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

ASC-Autistic Spectrum Condition

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

DDA-The Disability Discrimination Act

Education, Health and Care Plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

IEP: An Individual Education Plan.

ITP-An Individual Target Plan.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Ordinarily Available Guidance (OAG): The OAG is Birmingham's shared guidance for all mainstream schools.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Special Educational Needs/Special Educational Needs and Disability (SEN/SEND): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disabilities Co-ordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN and/or disabilities provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENDCo's. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special Educational provision for pupils with SEND. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and Language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.