

# SACRED HEART HIGH SCHOOL



## CURRICULUM ACCESS POLICY

NOVEMBER 2019

*to be reviewed annually*

*This Policy recognises provisions contained within the Children and Families Bill, its associated regulations and Code of Practice which come into force from 1 September 2014. It should be read in conjunction with the school Accessibility Plan and all other Sacred Heart High School Policies*

# Contents

	Page
<b>1 INTRODUCTION</b>	<b>3</b>
1.1 Mission Statement and Aims	3
1.2 Context	3
1.3 Purpose of this Policy	3
1.4 Definition	4
<b>2 ROLES AND RESPONSIBILITIES</b>	<b>5</b>
2.1 The Governing Body	5
2.2 The Head Teacher	6
2.3 The Special Educational Needs Co-ordinator (SENCo)	6
2.4 Class Teachers	7
<b>3 ADMISSION ARRANGEMENTS</b>	<b>7</b>
3.1 Admissions	7
<b>4 IDENTIFICATION, ASSESSMENT AND PROVISION</b>	<b>8</b>
4.1 Identification: Primary Liaison for Year 6	8
4.2 Identification: Transition in Year 7	8
4.3 Assessment	8
4.4 Provision: Graduated Response.	9
4.5 Evaluating Success	10
4.6 Allocation of Resources.	11
4.7 Arrangements for Complaints	11
<b>5 PARTNERSHIP WITHIN AND BEYOND SCHOOL</b>	<b>12</b>
5.1 Partnership with Parents	12
5.2 The Role of Parents	12
5.3 Pupil Voice:	13
5.4 Links with other agencies, organisations and support services	13
5.5 Staff Development and Appraisal	14
<b>6 RATIFICATION</b>	<b>14</b>

## APPENDIX 1: Glossary

## **1 INTRODUCTION**

### **1.1 Mission Statement and Aims**

---

Our mission statement recognises the value and worth of the individual pupil and it is this which lies at the heart of our Curriculum Access policy. Every pupil is entitled to a broad and balanced curriculum and all-round educational experience.

Furthermore, an explicit aim of the Mission Statement is that each student should be guided towards mental and physical well-being and should leave the school with a sense of her own giftedness. The Mission Statement also commits us to respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith.

All members of staff together with the authorities (Governing Body and the tri borough) have a responsibility to use our best endeavours to make sure that every pupil is entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilled lives, and make a successful transition into adulthood, whether into employment, further or higher education (Code of Practice 6.1).

Our Curriculum Access Policy works alongside and in conjunction with The Local Offer offered by the tri-boroughs.

### **1.2 Context**

---

This policy has been reviewed to take account of changes in arrangements for pupils with special educational needs which come into force through the Children and Families legislation, the regulations and associated SEN Code of Practice in September 2014. Key changes arising from the Revised Code of Practice include:

- The Revised Code of Practice (2014) covers the 0-25 age range;
- There is a clearer focus on the views of children and young people and on their role in decision-making;
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings which follows a graduated response, namely, assess, plan, do and review;
- There is a greater focus both on mental health, medical conditions and on support that enables those who have difficulties accessing the curriculum to succeed in their education and make a successful transition to adulthood;

### **1.3 Purpose of this Policy**

---

The purpose of this policy is to outline for parents, teachers and Governors the principles and practice required for the identification and support of children for whom inclusive measures need to be taken.

This document will cover the pupils of Sacred Heart High School with special educational needs, the access arrangements for all members of the Sacred Heart community to the built environment and to ensure equality for all disabled persons.

This policy aims to have regard to the principles set out in Chapter 1 with particular reference to Chapter 6 for schools in the Revised Code of Practice that parents/carers and their child are actively involved in the decision- making of approaches to provision.

#### **1.4 Definition**

---

When pupils have a long-term difficulty (a year or more), accessing the curriculum they will be assessed and their provision will be planned and implemented.

Pupils have difficulty accessing the curriculum if they:

- Have long term cognition and learning difficulties or differences.
- Have a long term physical or sensory condition that affects their learning.
- Have long term social, emotional or mental health concerns that impact on their access to the curriculum.
- Have long term speech, language and communication needs that impact on their access to the curriculum.

Provision may be triggered through various channels: parent voice, pupil voice, primary school information, teacher knowledge and observation, tracking data and external agencies.

#### **Curriculum Access**

Curriculum access provision is achieved by a graduated response.

1. **Assess.** Effective procedures will be followed to promote early identification of pupils who have challenges accessing the curriculum. The identification and assessment process will encompass a whole range of standardised and diagnostic assessments. Where specific assessments are unavailable in school, parents will be encouraged to seek assessment through their GP.
2. **Plan.** Provision mapping will outline the planned support for a pupil requiring intervention in order to access learning and living both in and outside the mainstream classroom as far as is practicable and effective, providing access to The National Curriculum and examination syllabi.
3. **Do.** Learning support will be provided via three tiers of intervention:
  - i) High Quality Teaching and teacher support in mainstream lessons.
  - ii) Bespoke intervention for small groups and individuals.
  - iii) Pastoral, therapeutic care and outside agency services.
4. Parents, carers and pupils will be involved in the decision making process for achievable goals and provision.
5. **Review.** Progress will be reviewed by careful analysis of data and staff observation.

## 2 ROLES AND RESPONSIBILITIES

Ensuring access to the curriculum is a matter for the school as a whole. All staff are responsible for helping to meet an individual's needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils who have additional challenges to manage the curriculum - it maintains a general overview and has appointed a representative (the Curriculum Access governor) who takes particular interest in this aspect of the school.

### 2.1 The Governing Body

---

The Governing Body (named Curriculum Access Governor Heather Alston) must ensure:

- the necessary provision is made for any pupil with long term difficulties;
- all staff are aware of the need to identify and provide for pupils with; disabilities and social, emotional and mental long term health needs;
- pupils with these long term difficulties join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's Curriculum Access policy through the Governors' Annual Report to Parents;
- they have regard to the requirements of the Revised Code of Practice for Special Educational Needs (2014);
- parents are notified if the school decides to make Curriculum Access provision for their child;
- they are (fully) informed about the provision made, so that they can play a (major) part in the school's self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with long term difficulties accessing the curriculum.

#### School Self-Review

Governors play a major part in school self-review. In relation to Curriculum Access, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's Curriculum Access policy, and that the school as a whole will also be involved in its development;
- Curriculum Access provision is an integral part of the School Development Plan;
- the quality of Curriculum Access provision is regularly monitored

## **2.2 The Head Teacher**

---

The Head Teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with long term difficulties accessing the curriculum;
- keeping the governing body informed about Curriculum Access issues;
- working closely with the special educational needs co-ordinator;

She also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' Curriculum Access policy and the effects of inclusion policies on the school as whole.

## **2.3 The Special Educational Needs Co-ordinator (SENCo)**

---

**Key Responsibilities: Revised Code of Practice Chapter 6: 84-94**

- Together with the head teacher and governing body, determine and oversee the strategic development of Curriculum Access policy and provision in the school;
- Day to day responsibility for the operation of Curriculum Access policy and co-ordination of specific provision made to support pupils with a range of long term needs, including those who have current statements or have transferred to EHC plans;
- Support teaching and learning of pupils with long term needs;
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies. The Senco should be aware of the provision in the Local Offer and be able to work with professional providing a support role to families to ensure that pupils with long term needs to receive appropriate support and high quality teaching;
- Liaise closely with parents of pupils with long term needs , so that they are aware of the strategies that are being used and are involved as partners in the process;
- Maintain the school's Curriculum Access register, pupil profiles, provision records and parent communication;
- Liaise with feeder primary schools;
- Liaise with the Designated Teacher if a Looked After Child has an additional challenge accessing the curriculum.
- Contribute to the in-service training of staff;
- Advise on the graduated approach;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be a key point of contact with external agencies, especially the local authority and its support services;

- Liaise with potential providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the head and governors to ensure responsibilities under the Equality Act 2010 are up to date;
- Deploy, monitor and manage special educational needs personnel within the school.

## **2.4 Class Teachers**

---

All teachers are responsible for:

- Ensuring, through differentiation, that all pupils in their classroom have access to the curriculum. They can draw on the SENCo for advice on assessment and strategies to support access;
- Maximising the additional teachers in their classroom to ensure access to the curriculum through planning and professional communication. Heads of Department, together with the SENCo, will monitor and evaluate through lesson observation, the impact of the provision.
- Making themselves aware of the school's Curriculum Access Policy and procedures for identification, monitoring and supporting pupils with long term needs;
- Giving feedback to parents.
- Teachers and LSA's supporting pupils with long term needs will ensure they know what the needs are and differentiate accordingly under the guidance of the class teacher.

## **3 ADMISSION ARRANGEMENTS**

Sacred Heart acknowledges the range of issues to be taken account of in the process of development. It will strive to meet the needs of all children who are admitted to the school and will ensure that its admissions policy is consistent with the requirements of the Revised Code of Practice on Admissions and all other relevant legislation. Where a parent wishes to have mainstream provision for a child with a statement or EHC Plan the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **3.1 Admissions**

---

The admissions criteria for the school set out the number of pupils to be admitted into the year as a whole as well as the number to be admitted within each ability band, in the ratio of 25:50:25. Pupils with long term needs will be assigned to the relevant ability band on the basis of their ability and needs.

Where pupils applying to the school have an EHCP the Head Teacher, SENCo, and Curriculum Access governor will:

- review the provision required to ensure the school can adequately meet these needs;
- consider carefully whatever reasonable steps might be taken to ensure that the needs of the pupil can be met without prejudice to the efficient education of other pupils;
- liaise closely with the LA.

In order to act with justice to all parties, the school will:

- Request that copies of statements or EHC plans are received at the school by the closing date for secondary or VI Form transfer.
- Provide a considered response to the LA within the statutory guidelines.

## **4 IDENTIFICATION, ASSESSMENT AND PROVISION**

At Sacred Heart there is a graduated response as outlined in 'The Code of Practice 2014'. To assist this process a variety of screening procedures are used.

### **4.1 Identification: Primary Liaison for Year 6**

---

Feeder primary schools are visited or contacted and any pupil identified as having a learning difference or difficulty is referred to the SENCo.

All Year 6 pupils and their daughters are asked to come to Sacred Heart for an interview. Pupils who are highlighted as having a particular need will be given an Achievement for All parent meeting with the SENCo to establish need and priorities for transition.

Where practicable the SENCo attends the Annual Review of Year 6 pupils to ensure a smooth transition is made.

### **4.2 Identification: Transition in Year 7**

---

Sacred Heart High School recognises the challenge and anxieties that transition to secondary school presents all pupils, particularly those with special educational needs.

Therefore, the school will:

- Ensure that all staff have information about the child's special educational needs as described in the Statement or EHCP as well as any other information provided by the primary school so that they can best meet the pupil's needs;
- Ensure that early contact is established between the parent and the Form Tutor, Pastoral Support Manager and school nurse (if necessary) to address any anxieties or concerns which may arise;
- Provide the child with an environment where there is an emphasis on what she **can** achieve.

### **4.3 Assessment**

---

The following types of **initial screening** will be undertaken for the new intake:

- Cognitive Ability Tests
- KS2 tests
- Middle Years Information System
- Baselines in core subjects
- Diagnostic screening tests



Other screening tests are administered for pupils in other year groups when required.

**Individual Diagnostic Assessments** are used for pupils who may need further identification of their learning need or who require access arrangements for examinations.

**Staff observation:**

- Members of staff refer pupils to Tact (Team around Child and Tutor) if they notice pupils who may need further intervention during the school year.
- Departments highlight pupils on a critical list for their subjects should they need additional support.

**Referrals by Parents or Carers.**

- A pupil's parent may express concern either directly to the SENCo or via other members of staff.

#### 4.4 Provision: Graduated Response.

The Revised Code of Practice Chapter 6.44 outlines a graduated response for the four descriptors of need. This recognises that there is a continuum of need matched by a continuum of support. Sacred Heart has both an Curriculum Access Register for those who have been assessed against any long term needs criteria and a monitoring list of pupils who have just come off the register or who may only require short bursts of intervention .

Code of Practice Needs	Categories
Communication and interaction	This may be because young people have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example young people with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. (CoP 6.29)
Cognition and learning	Learning difficulties cover a wide variety of needs, including moderate learning difficulties such as dyslexia or severe learning difficulties usually associated with mobility and communication. (CoP 6.30)
Social, emotional and mental health	These can manifest in wide variety of ways, young people may become withdrawn or isolated, behaviour may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyper disorder or attachment disorder (CoP . 6.33)
Sensory and/or physical	Young people may have vision impairment (VI) hearing impairment (HI) or a multi-sensory impairment (MSI). Other young people may require additional on-going support and equipment to access the curriculum. (CoP 6.34)

**a) Monitoring**

When a pupil may need a short burst of intervention to help catch up with a subject, when a pupil has recently come off the Curriculum Access Register or when a pupil is being monitored because they are Pupil Premium, EAL or have temporary social, emotional or behavioural concerns.

**b) Statutory Assessment/Statements.**

**A pupil with an EHC plan:** When a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Sacred Heart will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold the review meetings on its behalf. Further information about EHC plans can be found in the Revised Code of Practice in Chapter 9, Education, Health and care needs assessments and plans.

If a pupil fails to make adequate progress and demonstrates a significant cause for concern, together with the school the parent may decide to request that the LA undertake a statutory assessment. Pupils who arrive at Sacred Heart with a statement or EHC plan will receive the stated provision.

---

**4.5 Evaluating Success**

---

The success of the school's Curriculum Access Policy and provision is evaluated through:

- The process of differentiation in the classroom;
- the consistent implementation of key policies;
- ensuring that the individual needs of all pupils are fully integrated within the curriculum and pastoral structures of the school;
- ensuring a broad and balanced curriculum offer for all children according to their needs;
- our high expectation and aspiration for pupils with long term needs;
- monitoring of classroom practice by the SENCo, HODs and SLT;
- evaluation of observations by the designated Curriculum Access Governor;
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for Pupil Premium SEND pupils
  - for cohorts
- value-added data for pupils on the Curriculum Access register using Data Dashboard;
- Curriculum Access school self-evaluation;
- monitoring of the school's Accessibility Plan;
- The School Improvement Plan, which is used for monitoring provision in the school;

- visits from LA personnel, NHS providers and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision;
- frequent meetings of parents and staff, both formal and informal and acknowledgement and celebration of achievements of goals achieved and targets aimed for;
- pupil/ parent/ teacher voice;
- records of planning and support for individual pupil needs;
- feedback from External Agencies such as the Educational Psychologist and the SALT.

#### **4.6 Allocation of Resources.**

---

The Head Teacher and Governors are responsible for the allocation of funds for Curriculum Access provision.

Sacred Heart is provided with resources to support those with additional needs, including pupils with long term needs. Most of these are determined by a local funding. E1 is the average weighted pupil unit that is set by the LA for every pupil and E2 is notional funding of £6,000 for key pupils.

Sacred Heart needs to demonstrate that the school has spent more than £10,000 for a pupil with long-term needs before seeking further funds from the LA. The SENCo is allocated a departmental capitation each financial year.

Should a pupil be a LAC the Head of the Virtual School in the tri-borough manages the Pupil Premium funding, Sacred Heart are required to invoice the borough for any internal provision given to that pupil.

When a pupil is both long-term needs and Pupil Premium the allocation of funds is spent on additional teachers in Maths and English. Occasional small bespoke provision is made to enable enrichment of the curriculum such as visits to the theatre or school trips abroad or additional auxiliary aids in the classroom. (For further detail please refer to Pupil Premium Policy on the web site)

A pupil with an EHC plan may reach the LA criteria for a personal budget, however, the process varies in different local authorities.

#### **4.7 Arrangements for Complaints**

---

Should pupils or parents/carers be unhappy with any aspect of provision they discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo or Director of Learning for their Key Stage (Mr Davies KS3, Mrs Greenwood KS4 and KS5). If parents are still not satisfied with the provision they should contact the Senior Leadership Team (Miss Maton KS3, Ms Powell KS4, Mr Hambleton KS5.) Should parents remain concerned they should contact the Associate Headteacher (line manager for Curriculum Access) or her absence, the head teacher.

In the event that this initial discussion cannot resolve the difficulty to the satisfaction of the parents/carers, they should be directed to the school's policy for complaints procedures.

Having followed this procedure, if still dissatisfied, the complainant should contact the Local Education Authority. The school will provide advice and information to enable the

complainant to contact the appropriate department within the LA or to The Department of Education.

Further details on making complaints to the Department of Education about the school is available from the GOV.UK website.

## **5 PARTNERSHIP WITHIN AND BEYOND SCHOOL**

### **5.1 Partnership with Parents**

---

The staff at Sacred Heart High School will continue to forge home/school links and actively encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

After information gathering has taken place teachers and/or the SENCo should include an early discussion with parents or carers to establish areas of strength and difficulty. Where it is decided to provide a pupil with Curriculum Access support the parents will be formally notified. Teachers and/or the SENCo will have a consultation with the parent and the pupil adjustments, interventions and support to be put in place, as well as the expected impact on progress and a review date. (CoP 6.48)

The school will:-

- Respond to parental concerns and information as quickly, responsively and reasonably as possible;
  - inform parents when they are making special educational provision for a pupil ;
  - provide information about the strategies and approaches the school intends to take in order to meet the child's needs. Seek feedback from parent on the operation of the school's policy and approaches towards pupils with long term needs;
- include within its brochure and annual Governors' Report to Parents information about its approaches to Curriculum Access;
- whenever possible, send a representative to the final review of the child's statement and or EHC plan in Primary School;
- follow the guidelines set down by the Local Authority for statutory assessment of an EHC plan which includes the views of the parent and their child;
- draw from or advise parents on available resources and services from the LA as set out by the Local Offer.

### **5.2 The Role of Parents**

---

Parents have a vital role in their child's education. In working with schools they should:

- communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision;

- fulfil their obligations under home-school agreements which set out the expectations of both sides;
- work in partnership with the teachers and the SENCo to help them understand their parental the concerns around their children's development. Be committed to supporting the school in the agreed plan of provision.

### **5.3 Pupil Voice:**

---

Sacred Heart High School already has a number of structures which are designed to encourage pupil participation. In particular, the school will continue to:

- make use of already established pastoral systems and policies, including the role of the form tutor and year system as well anti bullying policies;
- make use of the school council as a forum for pupils generally;
- seek feedback from pupils as part of whole school monitoring and departmental reviews about their learning experiences;
- enable pupil voice about disability to be heard through PSHE;
- as a result of parent and pupil consultation in the meeting post identification, the pupil will have a pupil profile which includes her opinion about how she can be supported in class;
- make use of the PSHE programme to help pupils identify their preferred learning styles and to involve them in decision making about their education;
- involve them in reviewing their learning and IPM targets;
- strengthen the role of the form tutor to support the needs of pupils and to provide pupils with a safe and responsible means of expressing an opinion or concern, making information known or obtaining information, as well as having account taken of their opinion in any matter or procedure affecting them;
- involve pupils in meetings about their learning or EHC plan reviews and PEP meetings;
- as appropriate, make available to pupils the services of Tact which includes therapeutic services;
- provide information at transition points about careers as part of the EHCP review at the end of Year 9 and more generally about future learning pathways for key stages 4 and 5 with the Connexion service.

### **5.4 Links with other agencies, organisations and support services**

---

#### **a) Use made of Specialist Outside Agencies**

1. In regard of The Children and Families Act the local authority has provided a Local Offer which sets out for parents with children with long term needs information on what services are available locally, details of which are on the school's web site attached to the Curriculum Access report.

2. Sacred Heart will continue to liaise and co-ordinate with outside services involved in the care and wellbeing of the pupils. These services include the school nurse, the Educational Psychologist Service and the Children and Adolescent Mental Health Service (CAMHS);

**b) Links with other Mainstream Schools and Special Schools for Pupil Transfer**

On the transfer of a pupil who is on the school's Curriculum Access register, the SENCo and/or PSM will provide the new school with all relevant information concerning the child's special educational need.

When a child is transferred onto the roll of Sacred Heart, although expecting to receive similar information of a child's needs, the SENCo will make an assessment of the child's educational needs based initially on information provided by the parents.

**c) Links with Educational Development Trust Service**

The school will make particular use of the Educational Development Trust Service as part of the statement review process at the end of each key stage.

### **5.5 Staff Development and Appraisal**

---

The school is committed to providing staff with professional development in understanding further the wide variety of long-term needs and giving them strategies to differentiate in class. In addition, the SENCo will keep staff updated about the changes to The Revised Code of Practice. There are training sessions for all new staff and trainee teachers given by both the SENCo.

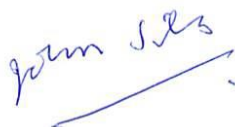
The SENCo attends SENCo forums and annual conferences to remain updated about the new framework for Curriculum Access.

## **6 RATIFICATION**

This Policy has been revised and ratified by the Headteacher and Governing Body in November 2019 . The Plan will be reviewed yearly.



Mrs M Doyle  
Headteacher



John Sills  
Chair of Governors



## **APPENDIX 1**

# **Glossary of Terms Relevant to Special Educational Needs in Education**

**ADHD, ADD**

Attention deficit disorder / attention deficit hyperactivity disorder: Difficulties in sustaining attention and controlling impulses, and in the case of ADHD, hyperactivity. Pupils exhibit chronic and persistent difficulties responding to classroom tasks and often have low self-esteem.

**Annual Review**

The review of an Education Health Care Plan must be made within 12 months of the previous review. The child's parents or carer, a teacher responsible for the provision of the child's education, the case worker from the local authority and representation from other services must be invited to attend.

**Asthma**

Condition in which the air passages in the lungs become narrowed making it difficult to breathe. Sudden narrowing produces an asthma attack. Staff need to understand the condition, the need for access to medication and what to do in the event of an attack.

**Autism, Asperger's syndrome**

Impairment in the development of social relationships, communication skills and imagination. Pupils often demonstrate a rather limited awareness of the intentions or moods of others and have difficulty transferring skills or coping with change.

**Cerebral Palsy**

A group of movement disorders resulting from damage to the developing brain, the extent of motor impairment varies widely. Vision, hearing, speech articulation and intellectual functioning may be affected. Increased risk of epilepsy.

**Complex Learning Difficulties (CLDD)**

A rapidly emerging group of children and young people, who due to modern medical progress have survived very low birth weight due to extreme prematurity. The children and young people often present with conditions that co-exist creating a complex profile of need.

**CoP**

Code of Practice, statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

**Cystic Fibrosis**

Life-threatening inherited disorder in which the body produces a thick, sticky mucus that affects the lungs and digestive system in particular.

**Disapplication**

Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, including entire subjects through relevant regulations.

**Diabetes**

A condition in which the amount of glucose (sugar) in the blood is too high because the body is unable to use it properly. School staff need to be aware of the causes and symptoms of



hypoglycaemia and what action to take, children with diabetes must be allowed to eat regularly during the day. The timing of mealtimes is important and may include eating snacks during class time.

**Down's Syndrome**

People with Down's Syndrome have 47 instead of 46 chromosomes. This results in disruption of the growth of the embryo and a degree of developmental delay in the child.

**Dyslexia (Specific Learning Difficulties or SpLD)**

A distinctive pattern of learning difficulties particularly associated with the acquisition of reading and spelling strategies. Reading and writing attainments are significantly below the standards pupils achieve in other areas.

**Dyspraxia (developmental co-ordination disorder or DSD)**

Difficulty in the planning and co-ordination of motor tasks. There is a wide variation of difficulties from fine motor skills affecting handwriting and drawing to gross motor skills with problems in PE and games or with the planning and co-ordination of speech. Self confidence, social relationships and behaviour can also be affected.

**Emotional, behavioural and difficulties or behaviour, emotional and social development).**

This broad term encompasses students who may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, display immature behaviour or present challenging behaviour arising from other complex special needs.

**Epilepsy**

An established tendency to recurrent seizures. Seizures affect individuals differently but all are caused by a brief malfunction in the brain's biochemistry. Medication can cause the pupil to be drowsy or over-active. Seizures need to be understood and well handled by adults and other children.

**Foetal Alcohol Spectrum Disorders.**

A disorder characterized by prenatal-postnatal growth deficiency due to the mother drinking alcohol during early pregnancy.

**Glaucoma**

Increased pressure inside the eye.

**Glue Ear (See Hearing Impairment)**

Hearing Impairment

There are two main types of hearing impairment:

Conductive (glue ear) - fluctuating levels of hearing during childhood which can affect language acquisition and general progress at school. Can lead to label of unco-operative, lazy or inattentive if undetected.

Sensori-neural - hearing loss due to damage to inner or middle ear. Different forms of aid may be used. The acoustics of the room, level of background noise and position for class and group work need to be taken into account by the teacher.

**Hyperactivity (See ADHD)**

**MLD** - moderate learning difficulties

**SLD** - severe learning difficulties

### **Irlene Syndrome**

Visual problems such as disturbance of text sometimes associated with dyslexia. Some pupils can find reading difficulties eased by the use of coloured filters or lenses

**LOCAL OFFER:** clear, comprehensive and accessible information provided by the local authority about the services available for parents of children and young people with SEN and disabilities.

### **Speech and Language Difficulties**

Overarching term that describes a range of difficulties that can be observed in the acquisition of language and communication, affecting a pupil's ability to access education.

### **SpLD (See Dyslexia)**

### **Visual Impairment**

General term for problems related to vision. Teachers should be aware of the indications that a pupil may have a visual impairment.

