



Purpose of policy: To outline the special educational needs provision for pupils at Northfold School.

Section 1

Compliance

This policy complies with the statutory requirement laid out in the SEND (Special Education Needs and Disabilities) Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1/2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2023

The head teacher (Mr. Walsh), and SENDCo (Mrs. Steventon), are responsible for managing the provision made for children with SEND at Northfold.

They can be contacted by email head@northfold.lancs.sch.uk or sendco@northfold.lancs.sch.uk or by telephone 01253 854193.

Definition of Special Educational Needs

Children have special educational needs (SEND) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- has significantly greater difficulty in learning than the majority of children of the same age.
- has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Northfold is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

Section 2

Aims

Our aim is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual

- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Profiles

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide 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 (SENDCo) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Section 3

Identifying Special Educational Needs

The SEND Code of Practice 2015 describes the four broad categories of need. These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category. A rigorous tracking system is in place to identify children who are not making the required level of progress. At Northfold we consider the needs of the whole child not just their special educational needs.

Types of Special Educational Needs

SEND is divided into four categories of need:

- **Communication and interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

- **Cognition and learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, mental and emotional health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

The school also employs a full time Learning Mentor who monitors attendance and works with individuals and small groups to support their emotional and behavioural needs.

The Learning Mentor and Senior Management Team support children and their families who are having difficulties and advise them about other services available to help them.

The Head teacher and SENDCo meet regularly with the Learning Mentor to monitor Pastoral Support Plans.

At Northfold we have also considered what is not SEND but what may also impact on progress and attainment.

- Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Children must not be regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught.
- Children who have attendance and punctuality issues
- Being a looked after child
- Children in receipt of Pupil Premium Grant
- Being a child of serviceman/woman

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is,

‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise:

‘long-term’ is defined as ‘a year or more’ and

‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what

disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

Section 4

Managing pupils on the SEND register

Identification, Assessment and Review

The Code of Practice 2015⁸ outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. We are in the process of changing our SEN documentation to the new Lancashire SEND action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The "Identifying and Supporting Special Educational Needs in Lancashire Schools and Settings" descriptors are used to identify a child or young person's special educational needs.

Reviews of pupils on the SEND register take place termly and Pupil Support Plans or targeted learning plans are updated. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting is held. We are in the process of ensuring one page profiles are used to record additional provision for pupils on the SEND register. Using half termly provision mapping we monitor and record additional provision for pupils on the SEND register.

A Graduated Approach to SEND Support

At Northfold, we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching in our school are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

The Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. They seek to identify pupils making less than expected progress given their age and individual circumstances. This can be 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

The first response to such progress is high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to another class or key stage.

Where a pupil is identified as having SEND at Northfold we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEND of our children.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing. As part of this information gathering process, we can use the checklists found in "Identifying and Supporting Special Educational Needs in Lancashire Schools and Settings".

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo will contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the Head teacher and/or SENDCo and SLT should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge. Where appropriate, targeted plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system (CPOMs).

Do

The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in any further assessment of the child and advise on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date by the class teacher and SLT. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SLT, should revise the support considering the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan annually unless a child is under 5 where it will be every 6 months until their fifth birthday.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Head teacher, SENDCo and other members of the SLT
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Managing pupils needs on the SEND Register

- Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.
- Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child.
- Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes.
- Class teachers are responsible for evidencing progress according to the outcomes described in the plan
- The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educational setting. This is also known as element 1 funding.
- Good quality universal provision will reduce the need for deployment of more expensive resources.

- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the authority placing the pupil.

It is important to note that the level and combinations of provision may change over time.

Specialist Support

At Northfold, if a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we involve a specialist teacher to advise us on other effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists and will sign a permission form allowing the specialist teacher access to the child.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child and the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Section 5

Criteria for exiting the SEND register.

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools' monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Section 6

Supporting pupils and families

Schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'local offer'.

The intention of this is to offer choice and transparency for families, as well as providing a resource to detail the range of services and provision locally.

Our local offer can be found on the school website www.northfold.lancsngfl.ac.uk

Admission arrangements

In line with current LEA policy a place at Northfold Community Primary School is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Northfold Community Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice for Schools 2002)

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Section 7

Supporting Children with Medical Conditions

Our school recognises that pupils at Northfold 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 Northfold will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) 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.

Northfold has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website as detailed above.

Section 8

Monitoring and evaluation of SEND

Monitoring the success of the SEND Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the graduated plan reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEND.
- regularly reviewing the child's progress against targets set.
- providing additional intervention if progress is not adequate.

- receiving appropriate funding from the LEA to support the child's needs at EHC levels.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

Section 9

Training and resources

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. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENDCo regularly attends the SENCo network meetings to keep up to date with local and national updates in SEND.

The school buys in additional specific expertise from Lyndon Day, Specialist Teacher.

Links with other services

Lancashire Education Authority

Special Educational Needs and Disability Officer (SENDO) for children with SEND

Link Educational Psychology Service

Specialist teacher

The Medical Services

Community Paediatrician

Community School Nurse

Consultant Child Paediatricians – Blenheim Child Development Centre
Blackpool Victoria Hospital

Clinical Psychologist

CAMHS

Physiotherapy Service

ND Pathway

Options CYP Blackpool

Occupational Therapy Service

Speech Therapy Service

Lancashire Parent Partnership

Section 10

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- they have regard to the requirements of the Code of Practice for Special Educational Needs 2015
- they are fully informed about SEND issues, so that they can play a major part in school self-review

- the necessary provision is made for any pupil with SEND
- pupils with SEND 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.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- arranging for assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs),
- advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation

Class teachers are responsible for:

- providing high quality teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support,
- including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- retaining responsibility for the child, including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- directly liaising with parents of children with SEND

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.

Section 11

Storing and managing information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office or in the secure office store. These cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Northfold.

Northfold school has a confidentiality policy which applies to all written pupil records.

Section 12

Reviewing the policy

This policy will be reviewed by staff, parents and governors on an annual basis.

Section 13

Accessibility

Our Accessibility Plan forms part of our Equality Plan and Policy which can be found on our school website www.northfold.lancsngfl.ac.uk

Access to the school environment

Northfold School is on a level site with easy access to all areas, both inside and outside, for children with mobility problems. There is a medical room with facilities that include two adapted toilets, two wash basins and shower, a height-adjustable changing bed and an electronic hoist.

Ramps have been installed where classroom doors open into the playground.

Access to information

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form e.g. by reading aloud.

Section 14

Dealing with complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up a statement or EHC plan for the child the parents again have the right to appeal to the SEN Tribunal.

Section 15

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENDCo have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties.

Information about the Lancashire Parent Partnership is displayed in the school entrance foyer and the parent notice board outside school. The SENCo brings the organisation to the notice of parents whenever possible.

The LEA has an SEN Family Liaison Officer who acts independently of schools to inform and support parents of children with SEN.

Linked Policies – all are available on our school website www.northfold.lancsngfl.ac.uk

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Managing Medical Conditions in School policy
- Personal Care policy
- Safeguarding policy
- Use of Force & Restraint policy
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Section 16

Appendices

Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
IDSS	Inclusion development and support services
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting

SATs	Standardised Attainment Tests
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
TAMHS	Targeting Mental Health in School
VI	Visual Impairment

Version 4 March 2024

Next review March 2025