

Local Offer: Total Tuition Alternative Provision and Rosewood Independent School

School/Academy Name	Total Tuition Alternative Provision and Rosewood Independent School		
Name and contact details of your school's SEN/DCO	Janice Woods- SENCO- headteacher@rosewoodindependentschool.com Sam Chiu- Assistant to SENCO- sam@rosewoodindependentschool.com		

Name of Best Contact	Janice Woods (Headteacher) or Cathy Brain (Assistant to Headteacher)		
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Promoting Good Practice and Successes

I confirm that our Local Offer has now been published on the school website.

Please give the URL for the link to your school's Local Offer	www.rosewoodindependentschool.com/policies
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Teaching and Learning
<ol style="list-style-type: none">1. What additional support can be provided in the classroom?2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)3. Staff specialisms/expertise around SEN or disability4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?6. How do you share educational progress and outcomes with parents?7. What external teaching and learning do you offer?8. What arrangements are in place to ensure that support is maintained in "off site provision"?

9. What work experience opportunities do you offer?	
Teaching and Learning	
1. What additional support can be provided in the classroom?	<ul style="list-style-type: none"> ● 1:1 and small group work to support and enhance learning. ● Teaching assistants are employed and used to support and enhance learning. ● Word walls and individual resources to support learning i.e. word books, key vocabulary. ● Pre-teaching of topics. ● Differentiated activities, learning and resources. ● Teaching linked to pupils' specific needs ● We have a staff member who is training to support children with dyslexia and specific learning difficulties. ● All staff are trained in children's mental health, ACE's and Trauma Informed Teaching approached ● Where possible, subjects are delivered through the use of PSHE
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)	<ul style="list-style-type: none"> ● Advice from the Educational Psychologist ● Advice from external agencies such as Speech and Language, occupational therapy, where appropriate. ● Advice from Learning Support Services ● Play Therapist ● Working towards ELKAN trained staff ● ELSA approaches ● Use of "Thrive" approach ● Ethos built on building connection before correction
3. Staff specialisms/expertise around SEN or disability	<ul style="list-style-type: none"> ● SENCO in place with national qualification ● Assistant SENCO in place training to provide additional support to students with SEN ● TAs trained in numeracy and literacy interventions and phonics catch up programmes. ● CPD training in Autism, ADHD and broader SEND approaches ● Provision delivered using Trauma-Informed approaches

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN/D?</p>	<p>CPD training offered regularly on:</p> <ul style="list-style-type: none"> ● ADHD training ● Dyslexia training ● Behaviour modification programmes ● Sensory Processing Disorder Training ● Communication Friendly Schools Training ● Approaches using Neuro Linguistic Programming
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> ● Access arrangements – which includes readers, scribes, extra time, small classroom where appropriate. ● Differentiated activities, papers and resources. ● Teachers are informed of all pupils having special needs. ● Training for readers and scribes before exams. ● Teachers have access to children’s Individual Support Plans
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> ● Parents evenings/phone meetings ● School reports weekly and termly annually ● Meetings with parents informally ● Review of EHCPS ● Review of ISPs termly
<p>7. What external teaching and learning do you offer?</p>	<p>Where appropriate pupils are engaged in external learning within a variety of contexts which include;</p> <ul style="list-style-type: none"> ● Residential Trips ● Out of school visits ● Where children are school refusers or have school anxiety, teaching takes place in the home to develop relationships ● Home visits are offered as part of the transition process
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> ● Regular phone calls to the provision ● Copies of safeguarding policies and procedures

	<ul style="list-style-type: none"> ● Information sharing as appropriate ● Copies of reports received ● Visit to meet with staff
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEN/D support needs? 	
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 	<ul style="list-style-type: none"> ● Invites to all parties involved ● Review meeting held at a convenient location ● Review meeting held at a convenient time for parents who work/have commitments during the day ● Consultation with staff prior to the meeting and discussion surrounding next steps and provision for the child. ● Involvement of local SEND team
<ol style="list-style-type: none"> 2. What arrangements are in place for children with other SEN support needs 	<ul style="list-style-type: none"> ● SEN support ● Small group sizes ● Small group/individual interventions determined based on half termly assessments. ● Educational Psychologist for assessments and strategies ● Access to Learning Support Services ● Wheelchair access to Stannington site ● Wheelchair access to ground floor office at Ashington site ● Open communication between services and host schools
Keeping Children Safe	
<ol style="list-style-type: none"> 1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs? 2. What support is offered during breaks and lunchtimes? 3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) 4. What are the school arrangements for undertaking risk assessments? 	

5. Where can parents find details of policies on bullying?	
Keeping Children Safe	
1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?	<ul style="list-style-type: none"> ● Parents/taxis can wait for pupils at the classroom centre exit doors. Where disabled access to a car is required this can be arranged through discussion with the Headteacher. ● Pupils with SEN have entrance and exit accessibility. ● Staff are “on duty” during pick up and drop off times to ensure a safe handover of the child
2. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> ● High ratio of staff to student at break.lunch times, ● Where a statement or EHC was in place or higher ratios required, additional support would be offered in accordance with this. ● Primary children are supported on a 1:2 ratio ● Secondary children in year 10 and 11 are able to visit Ashington High Street over their lunch breaks with parental permission
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> ● Risk assessments are undertaken for all school trips. ● Pupil Specific Risk Assessments are used where appropriate ● PE lessons are always taught by a teacher or qualified coach. ● Care plans are put in place where amendments are necessary for individual pupils. ● All areas are thoroughly risk assessed and all teachers are aware of the risk assessments in place. ● Children are taught to “manage risk” safely from guidance by an adult.
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> ● All in line with our Risk Assessment Policy ● Risk assessments are completed by the Proprietor and/or Headteacher. Any concerns or queries are addressed with the Health and Safety department at Northumberland County Council.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> ● The school behaviour and anti-bullying policy can be found on the school website and a copy can be requested from school.

Health (including Emotional Health and Wellbeing)	
<p>1. What is the school's policy on administering medication?</p> <p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p> <p>3. What would the school do in the case of a medical emergency</p> <p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p> <p>Which health or therapy services can children access on school premises?</p>	
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> ● School has a policy for the administration of medication.
2. How do you work with the family to draw up a care plan (Individual Support Plan - ISP) and ensure that all relevant staff are aware of the plan?	<ul style="list-style-type: none"> ● A meeting is held with the parent/carer to discuss amendment. ● The Care plan (ISP) is then shared with staff and children if appropriate.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> ● Call 999 ● Contact a qualified first aider ● Contact parent/carer or emergency contact if parent/carer unavailable ● In absence of parent/carer a first aider would accompany the pupil to the hospital and remain with the child until parent/carer arrives. ● Administer appropriate medication if necessary - eg epipen.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> ● All staff are trained every 12 months on Safeguarding/Child protection ● Relevant staff undertake external courses provided by the LA and private companies ● Relevant staff are trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals, etc. ● Training by outside professionals for ASD, ADHD, EAL, etc. ● At least one First Aider is on site at all times

	<ul style="list-style-type: none"> ● All staff read the child's EHCP that they are working with. ● Staff liaise regularly with parents to ensure consistency and communication between home and school. ● SENCO works with teachers to identify need and ensure interventions/support are in place.
5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> ● Where a health professional requests to visit a child in school this is arranged. ● We have a Play Therapist on site once a week. ● If a child has an EHCP, support can be requested from the relevant local authority's high incidence needs teams. ● CYPs professionals visit children on site.
Communication with Parents	
<ol style="list-style-type: none"> 1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person? 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy? 3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days? 5. How can parents give feedback to the school? 	
Communication with Parents	
1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	<ul style="list-style-type: none"> ● Parents/carers are encouraged to attend the school for a visit and viewing prior to accepting a placement. ● Contact details for the SENCO are on the School Information Report on the website ● Home visits are made where attendance or engagement is an issue for new students. ● Information is also available on the school website ● Photographs/ information about staff are available on the website ● Photographs and a staff hierarchy / organisational structure are available in the main offices
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> ● Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.

	<ul style="list-style-type: none"> ● Teachers bring students to meet with parents/carers taxis at the end of the day. ● Each child has a Key Worker who is a point of contact for parents and who will make regular phone calls home. ● Key Workers make calls home at least weekly
<p>3. How do you keep parents updated with their child/young person's progress?</p> <p>4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> ● Parents evenings ● Weekly and termly school reports ● Parents/carers can make an appointment to tour the school ● Informal meetings and discussions between parents and teachers/Head teacher ● Positive emails and phone calls are sent home to inform parents/carers of a child's achievements. <p>Post Covid, we will be offering open days.</p>
<p>5. How can parents give feedback to the school?</p>	<ul style="list-style-type: none"> ● Via email ● Via questionnaires ● Parental meetings ● Telephone calls ● Arrange to see staff or the Head teacher at a mutually convenient time. ● There is a complaints and compliments box in the main office on each site. ● The complaints policy is available on the school website
Working Together	
<p>1. Do you have home/school contracts?</p> <p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p> <p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p> <p>4. What opportunities are there for parents to get involved in the school or become school governors?</p> <p>5. How does the Advisory Board involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	
Working Together	
<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> ● No

<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<ul style="list-style-type: none"> ● Student Council elections and meetings ● Pupil interviews ● Listen to them on an informal basis. ● Pupil questionnaires ● Pupil voice incorporated into Learning Walks, Lesson Observations etc ● Involvement of children in policy making eg mobile phone policy ● "All about me" paperwork
<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<ul style="list-style-type: none"> ● Parents/carers meetings ● Review meetings ● Open door policy ● Arranging a meeting with teachers/Head teacher. ● Questionnaires from school ● Parent View ● Phoning school- telephone conversations with teachers
<p>4. What opportunities are there for parents to get involved in the school?</p>	<ul style="list-style-type: none"> ● Invitation via the newsletter ● Invitation via the website ● Volunteers are in school supporting extra curricular visits ● Volunteers are in class supporting learning, <p>Please note: Volunteering opportunities are currently on hold due to Covid-19.</p>
<p>5. How does the Advisory Board involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	<ul style="list-style-type: none"> ● Advisory Board member linked to SEN- Janice Woods ● Attendance at meetings ● Liason with parents/carers ● Referral into external agencies - CYPS, primary mental health, education support services etc

What Help and Support is available for the Family?

1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p> <p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	
<p>What Help and Support is available for the Family?</p>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> • Yes, SENCO, Assistant to SENCO or PA to Headteacher would arrange to meet with them and help them complete all the necessary paper work. • School office and business managers help with admission forms and other paperwork or online assistance. • Parents can request support or staff as above will offer support if they feel it is needed.
<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> • SENCO or class teacher will provide advice and guidance regarding any issues.
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<ul style="list-style-type: none"> • Parent can contact school to discuss any issues arising. • Parent/carer can contact the Local Authority when transport is arranged by the LA. • Staff will support older children to access public transport - use of money, timetables etc
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p> <p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p> <p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	

Transition from Primary School and School Leavers	
<ol style="list-style-type: none"> 1. What support does the school offer for year 6 pupil's transfers to High School? (e.g. visits to the school, buddying) 	<ul style="list-style-type: none"> ● Year 7 co-ordinator visits school to speak to pupils in Year 6. ● Year 6 pupils visit their secondary school for transition days in the final term of Year 6 where applicable. ● Additional transition days for SEND children ● School transfers all data to the secondary school about the child with all records. Year 6 teacher discusses individual pupils with the transition coordinator of the High School. ● Any child joining the school, regardless of their year group, will be given a keyworker and a "buddy" to support
Extra Curricular Activities	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends? 	
Extra Curricular Activities	

1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<ul style="list-style-type: none"> No
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<ul style="list-style-type: none"> Our lunch break is 30 minutes and includes teacher/assistant-led activities to promote social and emotional development. Any activities offered during the lunch break such as crafts, art etc do not have cost attached to them
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> Pupil Specific Risk assessments are carried out. Trips are accompanied by qualified teaching and support staff. Where an EHCP was in place a 1-1 support assistant would accompany the trip where necessary All children are invited to attend any out of school trips - where relevant.
4. How do you help children and young people to make friends?	<ul style="list-style-type: none"> British Values are promoted throughout the school PSHE is delivered on a regular basis Social and emotional development activities are incorporated into breakfast, break, lunch periods Specific weeks with focus on friendship, anti bullying, etc

Glossary of terms

	Annual Review	All Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/AD D	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form)

		<ul style="list-style-type: none"> ● Inattentive, but not hyperactive or impulsive. ● Hyperactive and impulsive, but able to pay attention.
	Assessment	<p>This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.

	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Support Plan	An ISP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an ISP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An ISP should be reviewed regularly and at least twice a year. If there is no ISP the school should have another method of recording how it is meeting your child's SEN
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.

	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	<p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special Educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It Depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN/D Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SEN/DCO	Special Educational Needs Co-Ordinator	A Special Educational Needs and /or Disabilities Co-ordinator or SEN/DCO is a teacher who has the responsibility for overseeing the day-to-day SEN/D provision within his or her school. The SEN/DCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN/D	Special Educational Needs	The special help given to children with special educational needs and/or disabilities which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SEN	Special Educational Needs and or Disability	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have a SEN/D at some point in their school career.
	Special Educational Needs and/or (SEN/D) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known

		as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irremediable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.