Classroom Support Staff Handbook

Updated 2013
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The role of classroom support staff in schools has been developing over many years and the role of the teaching assistant has changed over time.

In recent decades there has been a move towards the increasing inclusion of pupils with additional and special needs in mainstream schools. This has led to a greater need for additional support in classrooms, a need often satisfied through support staff and teaching assistant roles.

The Government's drive to raise standards in schools and tackle teacher workloads has also changed the way support staff are being deployed in schools and has increased the diversity and range of tasks that they carry out in order to support learning and behaviour of students in the classroom.

At Teaching Personnel we also continue to experience high demand for specific support staff from our special school and alternative provision clients.

Teaching Personnel strongly believe in the vital role that school support staff play in education. We understand that you and your peers make a valuable contribution to pupil achievement and attainment within the learning environment on a daily basis.

So, whether you are an experienced teaching assistant or someone just starting their career in education, we hope that this handbook acts as a useful and practical guide, providing an insight into the roles and responsibilities of support staff within education settings.

Fiona Crownshaw
SEN Director
Teaching Personnel
There are a wide range of job titles for support staff that work alongside teachers in classrooms including:

- Classroom Assistant
- Teaching Assistant
- Learning Support Assistant
- Special Needs Assistant
- Higher Learning Teaching Assistant
- Learning Mentor
- Non-Teaching Assistant

In general, the term Teaching Assistant is the most common phrase used by schools (and child care centres) when referring to the many support staff roles in schools and will be the term used mostly throughout this handbook.

The primary role of the Teaching Assistant is to enable access to the curriculum, to facilitate independent learning and to promote inclusion. Teaching Assistants generally carry out a variety of functions in support of teachers and what they do varies between classes, key stages and even schools. Some support individual pupils with special needs, others support the whole class or groups within the class, especially with literacy and numeracy. Teaching Assistants may also provide administrative support, technical support or be involved in pastoral care.

The role of the Teaching Assistant can be crucial to pupils achieving greater autonomy, higher academic standards, and greater social awareness and feel part of the whole school community. It is important to note that the teaching assistant’s objective is to support the teacher and or other school staff in providing a quality education to pupils. They should not be left in sole charge of a class at any time.

All support staff should feel valued and part of a team approach, to meet the needs of the pupil/s in their care. Where possible support staff should be included in planning meetings and their training needs should be identified, especially when committing to a school long term.
What skills/qualities are needed to become an effective Teaching Assistant?

Although there are a wide range of Teaching Assistant qualifications available it is not compulsory and great emphasis is placed on the skills, attributes and qualities a Teaching Assistant needs to be effective. These would include:

- An ability to get on with children and other adults – a sense of humour is an asset!
- Flexibility – things can happen unexpectedly in classrooms/schools and you need to be able to cope with the pace.
- Initiative – whilst you will be working under the guidance of a teacher there will be occasions when you need to make a decision and use your initiative.
- Patience and understanding – all children will occasionally try your patience and some children need constant understanding.
- Ability to cope with stress – schools are hectic places and you can expect to be involved in hundreds of interactions in a day, remember the teacher has the overall responsibility for the pupils, but you need a cool head and the ability to stay calm.
- A reasonable level of literacy and numeracy.
- ICT skills – not essential but increasingly important to support pupils’ learning.
- Tact and sensitivity – when dealing with pupils, their parents or perhaps even the teacher that guides you.
- Being a team player – in a school you will be part of a large team who need to share ideas and information as well as accepting advice, you will need a good working relationship with the teacher and other TAs and be sensitive to their needs.

Teaching Assistant responsibilities can be broken into four main areas:

- Supporting the Pupils
- Supporting the Teacher
- Supporting the School
- Supporting the Curriculum
Supporting the Pupils

In this capacity, support staff might be required to:

- Attend to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first-aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Set challenging and demanding expectations that promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Support provision for pupils with special needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Using equipment as required maintaining pupils’ needs and supporting their participation in learning tasks and activities.
- Assisting in ensuring that the length of time spent on tasks and activities is consistent with the individual pupils’ needs.
- Assisting pupils to carry out schemes of work and programmes set by teaching staff.
Supporting the Teacher

As a support to the Teacher, a Teaching Assistant should:

- Prepare the classroom as directed for lessons, clear away afterwards and assist with displays of pupils work.
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report information from/to parents/carers as directed.
- Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils responses to learning activities through observation and recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
Assist in the development and implementation of appropriate behaviour management strategies.

Assist in the development, implementation and monitoring of systems relating to attendance and integration.

Assisting in the preparation and reproduction of learning materials.

Assisting in the deployment of equipment and resources and making them ready for use and in organising the teaching environment.

Overseeing the care and cleanliness of the teaching environment, equipment, apparatus and materials.

Raising awareness of teaching staff to the strengths and problems of individual pupils.

Liaising with the SENCO and teaching staff, to identify the needs of the pupils.

Assisting in the preparation and review of IEPs.

Supporting the School

In supporting the school, a Teaching Assistant should:

- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils skills.
- Use ICT effectively to support learning activities and develop pupils competence and independence in its use.
The Role and Responsibilities of the Teaching Assistant

- Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Assisting in maintaining a safe environment for pupils.
- Assisting in the supervision of pupils during the day and in the playground/school grounds as required.
- Assisting in ensuring that pupils adhere to the behaviour policy of the school and providing feedback to teaching staff and senior colleagues on the effectiveness of strategies used.
- Liaising with parents and other parties as required.
- Participation in meetings to review pupil progress and reporting to the meeting as required on your involvement with the pupil.
- Assisting in the planning and direction of the work of other Teaching Assistants.
- Under the direction of teaching staff, overseeing lunchtime supervision, monitoring the quality of lunchtime support.
- Assisting in carrying out whole school responsibilities i.e. minibus, Health & Safety.
Supporting the Curriculum

To support the curriculum, a Teaching Assistant should:

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
- Support the use of ICT in learning activities and develop pupils competence and independence in its use.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.
- Under guidance and direction of teaching staff, planning and delivering activities.
As a Teaching Assistant, the majority of your work will take place in school classrooms at nursery, primary or secondary level. You may also have an opportunity to work in a private nursery or a crèche with preschool children.

The UK School System

In England children must attend school from the age of 5 to 16 and legislation will require all young people to stay in a designated learning environment until the age of 17 from 2013 and the age of 18 from 2015 onwards. This can include further education, training and work based training. From the age of 5 to 11, children attend primary schools and at 11 they then transfer to secondary schools.

School Types

| Nursery Schools | 3-4 year olds (EYFS) |
| Infant Schools  | Reception classes for 4-5 year olds |
|                | Infant classes for 5-7 year olds (KS1) |
|                | Most Infant schools also have a Nursery class |
| Junior Schools  | Junior classes for 8-11 year olds (KS2) |
| Primary Schools | Infant and Junior classes within the one school |
| Secondary Schools | 11-16 year olds (can cater for up to 18 years old) (KS3 / KS4) |
| Sixth Form Colleges | 16-18 year olds |
| Special Schools | Pupils who have special educational needs |
| PRU | Pupil Referral Units for excluded pupils |

Primary

Pre-school education is available for ages two to four/five through playgroups and nursery schools. The emphasis is on group work, creative activity and guided play.

Compulsory education begins at five in England and Wales. At primary level, there is little or no specialist subject teaching and there is great emphasis on Literacy (English) and Numeracy.

Secondary

Compulsory education ends at age sixteen, though many pupils stay on beyond the minimum leaving age.
The majority of state secondary school pupils in England and Wales attend comprehensive or academy schools. These provide a wide range of secondary education for most children of all abilities from a particular district, in the eleven to eighteen age ranges.

At secondary school, teachers teach specialist subjects in addition to many cross curricular subjects such as Literacy, Numeracy, Citizenship, ICT and Personal, Social and Health Education (PSHE).

**Special Schools**
Children who have special educational needs which cannot be met in mainstream school are taught in special schools. The age range of pupils in special schools can be very varied with many providing education from pre-school level to 18 years.

The national curriculum is taught in special schools although the levels may vary dependant on the particular needs of pupils. Schools can be categorised by a particular type of special need so that they have access to specialist teaching and resources.

**Structure of the school year**
Most schools operate on a 39 week school year broken into three terms starting in September and finishing in July. Each term is made up of approximately 12 teaching weeks with a ‘half term’ break of one week after 6 weeks.

**School Terms**
- **Autumn Term:** First week in September to third week in December
- **Spring Term:** First week of January until Easter
- **Summer Term:** Two weeks after Easter until third week in July

The usual pattern for school holidays is two weeks at Christmas, two weeks at Easter and six weeks in the summer.
## Structure of the school day

**Primary School**

All schools have control over the structure of their own school day although most will finish at 3.30pm. The statutory Literacy Hour and Numeracy Hour will be a feature of all state school timetables. The example below illustrates what you will typically find in a primary school. Teaching Personnel consultants will be able to provide you with further details of the exact timetable in your assigned school for long term placements.

### Sample breakdown of a day at a primary school:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>Registration</td>
</tr>
<tr>
<td>9.10am</td>
<td>School Assembly</td>
</tr>
<tr>
<td>9.30am</td>
<td>Literacy Hour</td>
</tr>
<tr>
<td>10.30am</td>
<td>Breaktime</td>
</tr>
<tr>
<td>10.45am</td>
<td>Numeracy Hour</td>
</tr>
<tr>
<td>11.45am</td>
<td>Subject class</td>
</tr>
<tr>
<td>12.15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.30pm</td>
<td>Afternoon Registration</td>
</tr>
<tr>
<td>13.35pm</td>
<td>Classes</td>
</tr>
<tr>
<td>14.45pm</td>
<td>Breaktime</td>
</tr>
<tr>
<td>15.00pm</td>
<td>Classes</td>
</tr>
<tr>
<td>15.30pm</td>
<td>End of school day</td>
</tr>
</tbody>
</table>
Secondary School

A typical day is shown below. However, there is much variation within secondary schools and you will need to speak to your consultant to obtain timetable information for schools. Some secondary schools operate a two-week timetable, which means that if you are in the school for more than one week you may not be working with the same class at the same period each week.

Sample breakdown of a day at a secondary school:

09.00am  Registration
09.20am  Period 1
10.00am  Period 2
10.40am  Break
11.00am  Period 3
11.40am  Period 4
12.20pm  Lunch
13.20pm  Registration
13.40pm  Period 5
14.20pm  Period 6
15.00pm  Period 7
15.40pm  School ends

The National Curriculum

In England there is a National Curriculum for all pupils. It sets out a clear, full and statutory entitlement to learning for all pupils.

It determines the content of what will be taught, and sets attainment targets for learning. It also determines how performance will be assessed and reported.

From September 2002, the National Curriculum included citizenship as part of the statutory curriculum for secondary schools.

In the late 1990s, the Government launched National Numeracy and Literacy strategies. The aim of these strategies is to raise standards of primary school pupils in these key skill areas. If you intend to teach primary school pupils you will need to ensure that you are familiar with the requirements of the strategies.
Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The curriculum defines four ‘key stages’, and ten statutory subjects:

- key stage 1: up to age seven
- key stage 2: seven to eleven
- key stage 3: eleven to fourteen (pre-GCSE)
- key stage 4: fourteen to sixteen (preparation for GCSE and equivalent vocational qualifications).

Key stages one and two are the primary phase, and key stages three and four constitute the secondary phase. There are three ‘core’ subjects, which are:

- English
- Mathematics
- Science
- (In Wales Welsh is a core subject in Welsh speaking schools).

There are seven other ‘foundation’ subjects which are:

- Design Technology
- History
- Geography
- Music
- Art and Design
- Physical Education
- A Modern Foreign Language – French, Spanish, German, Italian
- In Wales (Welsh is a foundation subject in non-Welsh speaking schools).

All children in key stages one to three must study the first nine of these subjects. In key stage three, they must also study a modern foreign language.

Pupils aged fourteen to sixteen must study the core subjects, technology, a modern foreign language and physical education, plus either history or geography or short courses in both.

For more information please visit the National Curriculum online at or the National Curriculum in Wales online at www.education.gov.uk/schools/teachingandlearning/curriculum.
School Staff

Headteacher
The headteacher is the person with overall responsibility for how a school runs. Some may actually teach but this is not always possible due the amount of administration work involved in the position.

Deputy Head
The Deputy head works closely with the headteacher and the senior school management team in running the school. The deputy head will generally be an experienced teacher and the majority continue to teach alongside this role.

Special Educational Needs Co-ordinator
The Special Educational Needs Co-ordinator has day-to-day responsibility for the operation of a mainstream school's SEN policy and for co-ordinating provision for pupils with SEN. The SENCO gives SEN staff valuable information and support, helping with the school's SEN procedures, policy and support timetables. They should also provide staff with a list of children on the SEN register, including their teaching programme and individual education plans (see p26 for additional information on an IEP).

Class Teacher
In primary schools, a class teacher will teach all subjects to a class all day. The classteacher deals will all aspects of discipline, pastoral and everyday welfare of the children.

Subject Teacher
In secondary schools, teachers teach a specific subject rather than working as a class teacher. Subject teachers will be teach a range of year groups during a day and will work with the subject department to develop the subject curriculum in the school.

School Governor
All schools have a governing body that is made up of representatives from the school, teaching staff, support staff, parents and external interested parties. The body works closely with the head and makes key decisions for the school such as managing the school budget, reviewing staffing levels, interviewing new staff and managing the school facilities. The governing body do have legal obligations and responsibilities but serving as a governor is entirely voluntary.
EAL/ESL/TESL Teachers
Children who do not have English as a first language may be assisted by teachers specialised in teaching English to non-speakers. These teachers are called English as an additional language teachers (EAL), English as a second language teachers (ESL) and Teaching English as a second language teachers (TESL).

EMTAG Teachers
Teachers teaching ethnic minority or traveller children are called EMTAG teachers. This stands for Ethnic Minority and Traveller Achievement Grant. The grant is given to schools to help manage pupils from these backgrounds and EMTAG teachers are employed to assist these pupils in their learning.

Peripatetic Teachers
Peripatetic literally means ‘wandering’ and the term peripatetic teachers is used to describe teachers that work for more than one school in their day to day role. Where a school does not have sufficient pupils to warrant a permanent teacher of a specific subject i.e. music or hearing impaired teacher, they may collectively use a peripatetic teacher who travels among the schools teaching the pupils.

Support Staff
Schools employ a wide range of support staff to manage important tasks within the school. The classroom support staff can include teaching assistants, learning support assistants, learning mentors, intervention support, 1 to 1 subject specialists and many others. Support staff play a vital role in assisting teachers to raise attainment and achievement. Support staff also includes non-classroom based staff like secretarial and administrative staff, dinner ladies, caretakers, groundsmen, school nurse, chaplain, librarians, cleaners and others.
Planning Preparation and Assessment (PPA) Time

PPA time was introduced in schools as part of the government’s workforce agreement in September 2005. PPA time is time set aside for teachers during their timetabled day for planning, preparation and assessment activities. Its purpose is to relieve some of the workload pressures on teachers. PPA time must be a minimum of 10% of a teacher’s timetabled teaching time.

The introduction of PPA time has put pressure on schools with regards to staffing arrangements and this in turn has led to the introduction of the term ‘cover supervisor’. ‘Cover Supervisor’ is the job title given to non-teaching staff who have been chosen by the headteacher of a school to supervise a whole class of children. However, it is also possible for other non-teaching staff, such as Higher Level Teaching Assistants to supervise whole classes too.

Cover supervisors are usually deemed suitable if they have the necessary training and skills to fulfil the task of whole class supervision (not teaching). The headteacher of the school will normally be the person who decides if, in their professional judgement an individual is suitable to be a cover supervisor. This person could be a Teaching Assistant in the school.

Routine and Clerical Tasks

The agreement identified activities that do not require the professional expertise of a teacher and could be delegated. Administrative and clerical activities are now more often carried out more effectively by members of support staff and this may form part of your role as a Teaching Assistant.

The list of tasks included is:

1. Collecting money
2. Chasing absences (teachers are to pass on information to the relevant staff member regarding absences)
3. Bulk photocopying
4. Copy typing
5. Producing standard letters (teachers may be required to contribute as appropriate in formulating the content of standard letters)
6. Producing class lists (teachers may be required to be involved as appropriate in allocating students to a particular class)
7. Record keeping and filing (teachers may be required to contribute to the content of records)
8. Classroom display (teachers will make professional decisions in determining what material is displayed in and around their classroom)
9. Analysing attendance figures
10. Processing exam results (teachers will need to use the analysis of exam results)
11. Collating pupil reports
12. Administering work experience (teachers may be required to support pupils on work experience through advice and visits)
13. Administering examinations (teachers have a professional responsibility for identifying appropriate examinations for their pupils)
14. Administering teacher cover
15. ICT trouble shooting and minor repairs
16. Commissioning new ICT equipment
17. Ordering supplies and equipment (teachers may be involved in identifying needs)
18. Stocktaking
19. Cataloguing, preparing, issuing and maintaining equipment and materials
20. Minuting meetings (teachers may be required to communicate action points from meetings)
21. Co-ordinating and submitting bids (teachers may be required to make a professional input into the content of bids)
22. Seeking and giving personnel advice
23. Managing pupil data (teachers will need to make use of the analysis of pupil data)
24. Inputting pupil data (teachers will need to make the initial entry of pupil data into school management systems)
Both special and mainstream schools use supply agencies to find cover staff including Teachers, Teaching Assistants and Nursery Nurses. The majority of positions for Teaching Assistants are on a long term basis due to the nature of the work and the importance of continuity to schools and pupils.

The demand is increasing continuously and the need for Teaching Assistants to provide pupils with safe, quality and relevant support has never been greater.

The nature of supply means you decide when and where to work, while expanding your range of hands-on experience, and confidently developing your long-term career. In addition, supply work offers you the opportunity to experience a variety of schools before deciding on a permanent post.

**Working with Teaching Personnel**

Your agency’s role is to actively find you work in schools in your local area, relevant to your experience. You may be asked to work in special schools, pupil referral units, mainstream schools/academies, nursery schools and alternative provision.

Your recruitment consultant will call you on a regular basis with work. Sometimes this happens the night before hand but in other cases you may have one/two weeks notice. When being offered a booking, your consultant should give you the school address, telephone number, contact name, subject that you will be covering, age range you will be work and any other details that may be relevant.

For morning bookings you should be up and ready to go by 7.15am. Once you find your way to your school, you will need to ask for the school contact given to you earlier by the consultant. Your contact should give you your timetable for the day (or longer if applicable), map of the school and in many cases a school handbook which will detail all relevant information about the school’s policies and procedures. Be warned that this may not be available in all cases so be ready to ask any questions at this stage!

At the end of the day (or week if the booking is for longer) you will need to have a timesheet signed by a person at the school who can verify that you were there on the days highlighted. This is then faxed/posted back to the agency to process your payment on a weekly basis. Without this, you will not be paid!

**Phoning in for work**

Although we will be proactively trying to find you work, it is always helpful to keep us updated on your availability at all times. You can do this by calling the branch directly or by updating your availability through our website.
**Working on Supply**

*New Timesheets*
Timesheets can be downloaded from the website and a hardcopy will also be posted to you with your weekly payslip.

*Getting to a Booking*
On accepting a booking, it is important that you ascertain your route and journey time and plan accordingly. A local A-Z is an essential tool in addition to using our website which will give you specific directions to your school via multimap.

Always try to arrive at least a half hour before the start of the school day to get yourself familiar with your new surroundings. A mobile phone is recommended as a very useful piece of equipment for supply teachers especially when trying to navigate your way to a new school – however when you do arrive make sure that these are always turned off when you’re in a classroom.

*Arriving Late/Unable to Work*
If you are going to be late or you are unable to make a booking, please contact the school and/or your consultant as soon as possible. We do operate an out of hours service so you should be able to contact us at any time.

*Arriving at school*
Once you arrive, introduce yourself and ask for the school contact. The school will be expecting you so they should introduce you to the right person. This person will be able to supply you with information, particularly regarding the school’s discipline policy and the names of senior members of staff from whom you will be able to seek advice and assistance. If this person is not forthcoming, ask.

*Lunch*
Bring money for lunch or take your own as it may not always be possible to purchase food at the school. It is also a good idea to take your own tea/coffee/sugar/milk as this may not be available.

*School ‘Duties’*
You may be asked to do a ‘duty’ whilst on supply. This is a whole school task such as supervising the playground at lunch time or the bus queues at the end of the school day. You will have a qualified teacher with you during this task.
Before you leave the school

After the pupils have gone home, you should ensure that the classroom is tidy and assist the class teacher in any additional tasks required (this may be administration work like photocopying for the next day’s lessons).

If you are only at a school for one day you must remember to get your timesheet signed at the end of the day. If you enjoy a school it is always a good to let the school contact know. This can increase your profile with the school and may lead to you being rebooked back to that school.

Staffroom Politics

Staffroom politics can be a sensitive area and discussions/comments about particular members of staff or about the organisation of the school should be avoided where possible.

Personal Conduct

Teaching Personnel strongly advocate a ‘hands off’ policy whilst in schools. Even the most innocent actions can be misconstrued and many schools do not condone physical contact of any kind. If any incidents do occur, be sure to report it immediately to a senior member of staff.

Social Media and Communication

Although this may seem like common sense, it is vital that you do not communicate with school children via social media or through any social communication channels.

Your Pay

Timesheets should be submitted by the Monday of the week after you have worked in order for your pay to be processed. These sheets are your responsibility and determine whether you will get paid. Leaving them with secretaries at schools will not guarantee that they will get to us on time and may even get mislaid under other office paperwork!

You will be paid directly into your bank account (or by cheque if you do not have a bank account) and this will be available every Friday morning. All the relevant deductions will be made and outlined on your payslip which are available online and sent to you by post.

Holiday pay is included in your daily rate and itemised on your payslip.
Supporting pupils’ learning

Children and adults have different ways of processing information. People use the skills of looking, touching or listening in varying amounts depending on their learning style. In addition different times of the day affect individual levels of concentration; some pupils work better in the morning, others in the afternoon.

As a Teaching Assistant, you will need to be aware of the stages in the development of pupils and their individual learning styles. The pupils you will be working with will be constantly thinking and learning; gathering new information and formulating new ideas about themselves, other people and the world around them.

During learning activities, pupils need:
- to explore their environment and or investigate new information/ideas
- to discover things for themselves through a wide variety of experiences
- to feel free to make mistakes in a safe and secure environment using ‘trial and error’
- appropriate support from adults (and other pupils) to encourage and extend their knowledge and skills
- to develop autonomy through increased responsibility and working independently
- an appropriate learning framework in which to make sense of new information and ideas

The Teaching Assistant’s role in supporting learning activities involves:
- providing learning activities as directed by the teacher
- using appropriate materials and support strategies for each pupil’s needs and abilities
- modifying or adapting learning activities to meet intended learning goals/objectives
- providing assistance at an appropriate level for each pupil
- encouraging pupils to make choices about their own learning
- promoting independent learning

To ensure you can effectively assist in the classroom in terms of learning and development, you will need to be familiar with educational terms and activities that are used on a daily basis.
The National Literacy Strategy

Primary School - The Literacy Hour

The literacy hour forms part of pupils daily structure in schools. As the name suggests, the literacy hour is one where the activities in the classroom are focused on improving the pupils literacy skills through high quality oral work, structured teaching of phonics, spelling and grammar, guided/shared reading and writing activities. In general the literacy hour is conducted as part of the morning’s lessons in primary school.

The Literacy Hour was introduced as part of the government’s National Literacy Strategy and the way the hour is structured is prescribed by the government. There are four sections to the hour which last 15, 15, 20 and 10 minutes. The first two 15 minute periods and the last 10 minutes are dedicated to whole class teaching. The twenty minute period is dedicated to group and independent work.

Secondary School – Key Stage 3 Literacy Strategy

The key stage 3 literacy strategy aims to improve the achievements of 11 – 14 year olds. Support is offered to 11 year olds in the transition from primary school and ‘booster classes’ are also offered to pupils experiencing difficulty with reading and writing.

Helping pupils to develop their literacy skills

The Teaching Assistant plays a key role in supporting the teacher and the pupils during literacy activities. You will need to work with the teacher and find out how the literacy activities are to be organised and your specific role in supporting various activities including class discussions, group activities and tasks for individuals.

To support primary pupils you will help them to:

- read and write confidently and fluently
- check their reading and correct their own mistakes
- know and understand the spelling system
- use this spelling system to read and spell accurately
- develop fluent and legible handwriting
- be interested in words and their meanings
- develop and use an ever increasing vocabulary
- know about and be able to write stories, poems and factual accounts
- plan, draft and revise their own writing
- be interested in books and read for pleasure
- assess and give reasons for their literacy preferences
- develop their imagination, creativity and critical awareness
To support secondary pupils you will help them to:

- read and appreciate a wide range of plays, poems and books, both fiction and non-fiction, including classic and contemporary writers
- learn to get more from reading and discover different layers of meaning
- understand there can be different interpretations of writing
- explore how writers compose characters and plots
- look at different ways of presenting writing
- use their experiences of fiction and non-fiction to create their own stories, poems, plays, articles and reviews
- extend their knowledge of grammar, spelling and punctuation
- learn how to proof read their written work, assess its content and edit it as necessary
- write quickly and fluently with neat and legible presentation

The National Numeracy Strategy

Primary School - The Numeracy Hour

The numeracy hour follows a similar format to the literacy hour above but it focuses on developing the pupils numeracy skills. The numeracy hour generally takes place in the afternoon and is less rigidly structured than the literacy hour. The hour is made up of three parts including a 10 minute oral and mental starter, a 40 minute main teaching activity and then a plenary session.

Secondary School – Springboard 7

To provide a smoother transition in terms of learning mathematics, the Springboard 7 maths programme consolidates what pupils have already learned in year 6 before proceeding with the curriculum requirements for year 7.

Helping pupils to develop their numeracy skills

In providing effective assistance to a teacher during numeracy activities you will need to know and understand:

- what the pupils have to do
- the learning goals/objectives for the pupils
- the level of support pupils require
- how to report any difficulties experienced by the pupils to the teacher
When supporting pupils in primary school with their numeracy skills you will help them to:

- know and understand numbers and the number system
- count, calculate and solve simple maths problems and make simple lists, tables and charts
- use and apply mathematics to tackle and solve practical mathematical problems
- communicate their reasoning about problems and explain their solutions using objects, pictures, diagrams, numbers, symbols and relevant mathematical language
- make mental calculations by imagining numbers and the relationships between them
- select, collect, organise and present appropriate data using graphs and diagrams

When supporting pupils in secondary schools, you will be helping them to:

- know and understand numbers and the number system including positive and negative numbers, factors and prime numbers, equivalent fractions, how fractions, decimals and percentages relate to each other, ratio and proportion
- employ standard methods to perform mental and written calculations including addition, subtraction, multiplication and division using whole numbers, fractions, decimals and percentages
- use calculator functions to complete complex calculations and understand the answers calculators give in relation to the initial mathematical problems
- develop efficient problem solving skills
- know and understand how to use letter symbols in algebra
- set up and use simple equations to solve problems
- select, collect and organise appropriate data using tables, surveys, questionnaires, and CD ROMs presenting results using graphs, pie charts and diagrams relating these to the original problem
- solve increasingly demanding mathematical problems by breaking the problem down into smaller more manageable tasks and developing deductive reasoning
Working in the classroom

Behaviour Management
Part of your role as a Teaching Assistant will be promoting the school’s policies regarding pupil behaviour by consistently and effectively implementing agreed behaviour strategies as directed by the class teacher. You will help pupils follow the school rules and also work towards specific goals and expectations as prescribed by the class teacher including individual, group or class targets.

You can promote positive behaviour and so help to prevent or reduce disruptive behaviour by:
- learning and using pupils names
- using effective communication skills and encouraging the use of these in pupils
- identifying pupils needs and interests to help develop effective learning activities
- helping to organise a stimulating working environment to encourage learning
- having well prepared learning materials
- encourage pupils to take appropriate responsibilities
- helping to encourage parental involvement

Personal Social and Health Education (PSHE)
PSHE can be defined as the planned provision in schools to encourage and support the personal and social development of all pupils. PSHE helps pupils to:
- develop and maintain positive self esteem
- develop self-reliance
- take responsibility for their own actions
- have confidence in themselves and others
- make and keep meaningful and rewarding relationships
- be aware of their own feelings and those of others
- consider and respect the differences of other people
- be active participants as citizens of a democratic society
- develop and sustain healthy lifestyles
- keep safe and maintain the safety of others
As a Teaching Assistant, you can play a key role in the PSHE of your pupils by:

- providing freedom for pupils to become independent
- being patient and providing time for pupils to do things for themselves
- listening calmly and attentively to pupils
- taking an interest in pupils drawings, paintings, stories and other activities
- letting pupils talk to you about their worries or problems
- be honest and open about fears
- developing and maintaining basic hygiene skills (washing hands, blowing noses, etc.)
- encouraging respect for own and others’ health and hygiene needs
- being consistent with limits and boundaries
- asking pupils for their ideas and opinions and listening to those with respect and interest
- being a positive role model
- encouraging positive social play
Professional Practice

Team work
As a Teaching Assistant your role will involve working with a wide range of teaching and non-teaching staff in a school. You will need to know and understand the different roles of the team members in your school and the process of decision making within the team:

The team will include all the following:
- Other Teaching Assistants
- Class or subject teachers
- Headteacher
- Deputy headteacher
- Special Educational Needs Co-ordinator (SENCO)
- Specialist teachers i.e. hearing impaired or ESL teachers
- Parent helpers or volunteers
- Students on placement from college/university

Teamwork is essential when working closely and regularly with other people over a long time. To be an effective part of the team you should ensure that you are aware of:
- the organisational structure of your school
- your role and responsibilities within the team
- the roles and responsibilities of other team members
- how to contribute to effective team practice
- how to participate in team meetings
- key school policies including equal opportunities, health and safety, child protection, confidentiality
- your role and responsibilities in relation to these policies

Dress Code
All staff working in schools should ensure that they are dressed smartly and professionally. Although as a Teaching Assistant you are not required to wear formal clothes such as a suit or shirt and tie, you should ensure that you are dressed appropriately.
Equal Opportunities

It is important to show sensitivity to the needs of all children. All pupils need to feel valued and accepted by others especially if they might feel different from the rest of the class as a result of a disability/learning difficulty or because of their race/culture.

As a Teaching Assistant you must have a positive attitude and be able to learn how to maximise all pupils potential. Pupils special educational needs should be considered within the context of their overall development – learning difficulties as part of their intellectual development. In addition to this, you will be expected to notice, challenge and report any racist, sexist or derogatory remarks made by pupils towards other children.

Health and Safety

As a Teaching Assistant, you must know and understand the school's health and safety policy including who is responsible for health and safety as well as the procedures for reporting any concerns or problems to the appropriate person.

In your daily role you should also be aware of:

- location of safety equipment in different learning areas
- position of fire exits, extinguishers, blanket, first-aid boxes, your role during fire drills, what to do in case of fire or other emergencies and escape routes
- local and national requirements regarding health, hygiene, safety and supervision in school

One of your responsibilities may be to ensure all equipment and surfaces in the classroom are safe, hygienic and usable.

Child Protection

Teaching Assistants that have contact with individual pupils on a day to day basis have an essential role to play in detecting indicators of possible abuse and neglect such as:

- outward signs of physical abuse
- uncharacteristic behaviour patterns
- failure to develop in the expected ways

If you have concerns that a pupil at your school may be experiencing possible abuse, neglect or bullying then you must report these concerns to the relevant person. It is then the school’s responsibility to refer any concerns to the appropriate agency, usually the social services department.
As a Teaching Assistant, you will need to be aware of:

- possible signs of abuse, neglect and bullying
- who you should report your concerns to
- the school’s child protection policy and procedures
- the school anti bullying policy
- school policy on use of restraint
- procedures to be followed if a member of staff is abused

Remember that school staff are permitted to ‘use reasonable force to control or restrain pupils under certain circumstances’. Teaching Personnel advise that as a Teaching Assistant you should follow a no contact policy at all times unless you have received approved training on physical restraint or if you specifically instructed by a senior member of school staff.

Some special schools or pupil referral units may need Teaching Assistants to assist with physical restraint more often than in a mainstream school. If this is the case, you should discuss the school policies and procedures on restraint in detail with your line manager.

General Guidelines for Lone Working

- Dress appropriately for the environment
- Respect personal space
- Be aware of body language both of self and others
- Be prepared and avoid unnecessary risks
- Trust your intuition
- Look confident and project an air of control
- Maintain a professional relationship with carers
- Be aware of personal stress levels and the effect of health and fatigue on decision-making
- Take assertive action when danger threatens – shout for help or using a personal alarm
- Do not divulge personal information such as your private address and phone number to any child
- Do not agree to keep in confidence anything you are told. If you think a child or carer may want to make a disclosure, warn them that you will be duty bound to pass on any information. In the event of a disclosure, please contact the Client organisation immediately and follow Teaching Personnel’s Safeguarding policy.
First Aid
Staff working with pupils in schools must use their best efforts to maintain the safety and welfare of pupils at their school and these actions should be in line with that of a responsible parent especially in emergencies. There is no legal obligation to give first aid but staff can volunteer to take on first aid responsibilities and must receive the relevant training to undertake these duties correctly.

As a Teaching Assistant, you should familiarise yourself with the first aid arrangements that apply in your areas of work including the location of first aid equipment and facilities and the location of the nominated first aider. If a child does need attention, you should not personally administer first aid unless you are trained to do so – send a responsible pupil to fetch the nominated first- aider for that area of the school.
As 21% of pupils in the UK (approx. 1.7M children) have been identified as having special educational needs and the majority of these pupils are within mainstream education. Learning support and inclusive teaching enables the children to access the curriculum. Support staff can provide more intensive support for an individual or small group of pupils which allows the teacher to concentrate on the rest of the class. This ensures that the needs of all pupils can be met in an inclusive way.

What does SEN mean?
The 1996 Education Act defines a child as having Special Educational Needs “if they have a learning difficulty which calls for special educational provision to be made for them”. Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
c) are under compulsory school age and fall within the definition at a. or b. above or would do so if special educational provision was not made for them.

The SEN Code of Practice
To provide practical advice and a framework for schools and LEAs to carry out their statutory duties, the SEN Code of Practice was introduced (originally in 1994 and then a revised version was issued in 2002). The Code of Practice provides a framework for developing strong partnerships between parents, schools, local education authorities (LEAs) and health and social services. It promotes a consistent approach to meeting children’s Special Educational Needs and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision making process whenever possible. The focus is on ensuring that special education needs are identified as quickly as possible. All schools and SEN providers have been given an SEN Toolkit, which is designed to provide practical
day-to-day guidance on the same matters as the SEN Code of Practice and should be read in conjunction with it.

**How does it work?**

The Code of Practice works to a ‘Graduated Response’ process. In order to help children who have SEN, schools should make full use of available classroom and school resources, before calling upon outside resources and specialist expertise.

This is a graduated approach, with the teacher using an array of strategies to support the child’s special need before consulting the SENCO or before consideration is given to moving on to the register at School Action or School Action Plus.

**Pre-SEN: Teacher concerns (previously Stage 1)**

In order to meet the needs of individual children and gain additional support from other agencies, the class teacher should monitor the progress of the pupil closely in the first instance, providing a range of intervention strategies and differentiated work. Detailed records of observations, children’s strengths and weaknesses, intervention strategies used and concerns must be maintained. Using this evidence, you might decide that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SENCO may be consulted.

The starting point will be a review of the strategies used and the way they might be developed. In some schools, an Individual Education Plan (IEP) may be introduced at this stage.

The review could lead to the conclusion that the pupil requires help over and above that which is normally available within the class. Consideration should then be given to putting the child’s name on the school’s Special Educational Needs Register at School Action.

At this point, the school has a duty to inform the child’s parents that special educational provision is being sought for the child, because the child might have SEN.

**School Action (previously Stage 2)**

When the class teacher or the SENCO identifies a child with SEN, interventions are provided which are additional to or different from those provided as part of the school’s usual differentiated curriculum. If this is the case, the child should move to School Action.

At this stage, it is the responsibility of the school to provide any support. The SENCO and the class teacher should decide on the action needed to help the child to progress, consulting the head teacher should extra resources be required.
Special Education Needs

SEN Changing Landscapes

Although most schools still follow the SEN Graduated Response on the page before, there are many changes coming through in the SEN over the coming years, some of which will replace School Action, School Action Plus and an Education Statement. The SEN & Disabilities sector is going through the biggest shake up in the past 30 year which will change the way in which SEN funding and levels of support are triggered. The main aspiration of the SEND paper is to better support life outcomes for children and young people and to achieve this it is proposed:

- A new approach to identifying special educational needs to challenge a culture of low expectations for disabled children and young people and those with SEN and give them effective support to succeed
- A new assessment process and single ‘Education, Health and Care Plan’ by 2014 to replace the statutory SEN assessment and statement, bringing together the support on which children, young people and their families rely across education, health and social care.

As support staff it is important that you utilise your skills and resources available to best enhance the life outcomes of the young people you work with.

Individual Education Plan

All children on the register at the School Action stage are entitled to an Individual Education Plan (IEP). GEPs (Group Education Plan) are drawn up where several pupils in the class have common targets for which common strategies are appropriate. It is the responsibility of the child’s class teacher to draw up and review an IEP at this stage.

Strategies employed to enable the child to progress should include information about:

- the short-term targets set for, or by, the child
- the teaching strategies to be used
- the provision to be put in place
- the review date
- success and/or exit criteria
- outcomes (recorded at the review)

The IEP should only record what is different from, or additional to, those in place for the rest of the group or class. It should be written crisply and focus on three or four targets that match the child’s needs. Targets should relate to key areas in communication, literacy, mathematics and aspects of behaviour or physical skills.
The pupils strengths and successes should underpin the targets set and the strategies used.

IEP review:
- IEPs should be reviewed at least twice a year. Reviews are arranged by the class teacher.
- Certain children might benefit from more frequent reviews.
- Parents’ views on the child’s progress must be sought.
- Parents will be invited to the IEP reviews.
- One review may coincide with the Parents’ Evening.
- Where possible the child should also take part in the review process and be involved in setting targets.
- If a child is not at the review, their views should be considered in any discussion.
School Action Plus (previously Stage 3)

School Action Plus is the next stage in the SEN support and assessment process, when external services are involved. At this stage, the school SENCO will become more involved, arranging meetings, external involvement and assessment, and will write the IEP.

At an IEP review meeting, the school and parents might decide to request help from external services. The school will consult specialists when they take action on behalf of a child through School Action Plus. These consultants will usually see the child in school if that is practicable so that they can give advice to teachers on new IEPs with fresh targets and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child.

Statutory Assessment

The special educational needs of the majority of children should be met effectively through School Action and School Action Plus. However, in a small number of cases, where the child is still a significant cause for concern after intervention in School Action Plus, the school will ask the LEA for a Statutory Assessment.

Statutory Assessment involves the LEA, working co-operatively with parents, the child’s school and other agencies, as appropriate, deciding whether a statutory assessment of the child’s educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, schools and other agencies. Statutory assessment does not always lead to a statement.

The LEA will seek evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LEA will need information about the child’s progress over time and clear documentation on the child’s SEN and the action taken to deal with these needs.

The description of the child’s learning difficulty and progress, with information about any specialist provision made, will form the basis on which the LEA considers the necessity of a statutory assessment.

If the LEA support services, in particular the educational psychologist, have been involved, the LEA should be able to make a decision relatively quickly as to whether a statutory assessment is necessary.

In the meantime, and while any assessment is being made, the child should be supported through School Action Plus.
Statement of Special Education Needs

When the LEA has completed its assessment of a child, it will decide whether to issue a statement. Provision will normally be quantified (e.g. in terms of hours of provision and staffing arrangements) although there will be cases where some flexibility should be retained, in order to meet the changing special educational needs of the child concerned.

All children with a statement should have short-term targets set out in an IEP, prepared by the SENCO with support from the external agencies and the class teacher.

Types of Special Educational Needs

There are many Special Educational Needs, many of which will fall within one of four categories. Although we have grouped needs together for the purpose of this section, the needs of many learners will span more than one group.

1. Cognition and Learning Needs
   - SpLD, MLD
   - SLD, PMLD

2. Behaviour, Emotional and Social Development Needs
   - Supporting and Managing Behaviour

3. Communication and Interaction Needs
   - SLCN, ASC/ASD

4. Sensory and/or Physical Needs
   - HI/VI, PD, MSI

1. Cognition and Learning Needs

Specific Learning Difficulty (SpLD)

Pupils with specific learning difficulties have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.

Pupils should only be recorded as SpLD if their difficulties are significant and persistent, despite appropriate learning opportunities and if additional educational provision is being made to help them to access the curriculum.
Special Education Needs

Specific learning difficulties include:

- **Dyslexia** — Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

- **Dyscalculia** — Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- **Dyspraxia** — Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

**Moderate Learning Difficulty (MLD)**

Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils 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.

**Severe Learning Difficulty (SLD)**

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be below level 1 of the National Curriculum much of their school careers.

**Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye
pointing or symbols, others by very simple language. Their attainments may be below level 1 of the National Curriculum much of their school careers.

2. Behaviour, Emotional and Social Development Needs

Behavioural, Emotional and Social Difficulty (BESD – previously EBD)
Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

Pupils should only be recorded as BESD if additional educational provision is being made to help them to access the curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults. Other pupils may provoke peers and be confrontational or openly defiant and sometimes physically aggressive towards peers and adults. They are often off task and have a very short concentration span. Their self-esteem is low and they find it hard to accept praise or to take responsibility for their behaviour.

Some pupils may not be able to function at all in group situations and exhibit persistent and frequent violent behaviour which requires physical intervention. Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate. Pupils with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) should be recorded in this group if additional educational arrangements are being made to support them. Pupils with ADD may have reduced attention and impulsivity. Pupils with ADHD may also show signs of hyperactivity.

3. Communication and Interaction Needs

Speech, Language and Communication Needs (SLCN)
Pupils with speech, language and communication needs cover the whole ability range. They should only be recorded as SLCN if additional educational provision is being made to help them to access the curriculum.

Pupils with speech, language and communication needs may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.

Pupils with speech difficulties may experience problems in articulation and the production of speech
Special Education Needs

sounds. They may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Please note that pupils whose first language is not English are not recorded as SLCN unless they also have a special educational need in this area.

Autistic Spectrum Disorder (ASD)
Autistic spectrum disorder is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism.

Pupils with autistic spectrum disorder find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour — which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.
Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils should only be recorded as ASD if additional educational provision is being made to help them to access the curriculum.

Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autistic spectrum disorders have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

Pupils with Asperger’s syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

4. Sensory and/or Physical Needs

Visual Impairment (VI)

Visual impairment refers to a range of difficulties from minor impairment through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Pupils should only be included if additional educational provision is being made to help them to access the curriculum. Pupils whose vision is corrected by spectacles should not be recorded as VI.

Pupils who are blind or have very limited useful sight require tactile methods of learning, such as Braille and 3-D representations, together with making optimal use of their hearing. Partially sighted pupils also need differentiated materials and may use enlarged print or a mix of learning methods.
Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

A number of pupils with a hearing impairment also have an additional disability or learning difficulty.

Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

Multi-Sensory Impairment (MSI)

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils 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 pupil has SEN. It depends on the impact the condition has on their educational needs.

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. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.
Do I need to have specific training and/or qualifications to work as Support Staff?

There are no mandatory qualifications for working in a school unless you want to be a teacher or school nurse. However, schools and local authorities are increasingly setting their own requirements, which are set locally so may vary according to the area.

There are nationally recognised accreditations for support staff available for those working with children from the start of infant school to the end of compulsory schooling. The main areas covered in the qualifications specific units dealing with:

- supporting special educational needs
- literacy and numeracy
- information and communications technology (ICT)
- language.

Established awarding bodies have developed National Vocational Qualifications at levels 2 and 3 based on these standards which have been available since September 2002.

Teaching Personnel offer a range of training courses to all our staff. Please see the CPD section for full description.

What is Higher Level Teaching Assistant (HLTA) status?

HLTA is a status and not a qualification. HLTA therefore has no equivalent academic qualification (but foundation degrees for Teaching Assistants will usually provide the opportunity for students to achieve HLTA status during their course of study). Any experienced Teaching Assistant can apply for HLTA status but it really is necessary to have a support position in a school and the backing of the headteacher. You also require Level 2 qualifications in literacy and numeracy (QTS equivalence tests are not currently an acceptable alternative). Having achieved HLTA status you will then be entitled to apply for a HLTA position.

N.B. Some authorities have had HLTA roles for several years – consequently there are some people fulfilling HLTA roles who do not have HLTA status and some people with HLTA status who are not yet employed in a HLTA role.
How do I become a HLTA?

Basically, there are three routes: a three day assessment only route, a fifty day route and the Foundation Degree route. A further route that falls between the fifty day and three day routes is now being considered. You are required to compile a portfolio and undergo an assessment by a trained assessor from an approved body. The application consists of case studies in which you write about your ability to progress the learning of an individual, a group and a class of children. You will then map the HLTA standards to your chosen case studies. In order to have HLTA status you must have Level 2 qualifications in literacy and numeracy.

Can I become a teacher if I have HLTA status?

Although HLTA standards are derived from QTS standards they are not equal. At the moment there is no way of progressing from HLTA to QTS without passing through graduation and teacher training.

What are Foundation Degrees?

Foundation Degrees are vocational degrees equivalent to the first two years of a degree. They focus upon developing associated skills and an academic understanding of pupil learning and behaviour. Most Foundation Degrees now give students the opportunity to achieve HLTA status and to progress to an Honours year which may also carry QTS.

I’ve been a Teaching Assistant for many years, how can I become a teacher?

Teaching is a degree level profession. If you are a graduate you may wish to consider completing a PGCE or flexible PGCE. Other routes to Qualified Teacher Status include GTP and SCITT. Please note that you will require GCSE (or equivalent) in English and maths (and science for primary teaching if born after 1979). If you intend to teach at secondary level then your degree needs to be in a curriculum subject.

If you are not a graduate you may:

- complete a degree that has a QTS component
- complete a degree and then PGCE, flexible PGCE, GTP or SCITT
- complete a foundation degree then RTP.

For all of the above you still require the aforementioned qualifications in English and Maths. Visit the TTA website for advice and information.
Glossary of common SEN terms and Acronyms

You will encounter a great deal of professional jargon in your job. This glossary will help you to explain special needs terms to non-experts such as parents, other teachers, teaching assistants and other support staff.

**AAC - alternative and augmentative communication**  
Aided communication that involves the use of additional equipment of any kind.

**ABA - applied behavioural analysis**  
An early years intensive therapy programme for autistic children (see the Lovaas entry below).

**ADD/ADHD - attention deficit (and hyperactivity) disorder**  
Syndromes which may exhibit extreme impulsiveness, inattentiveness and continuous motor activity.

**AEN - additional educational needs**  
A term used in some local authorities in place of SEN, to include able, gifted and talented pupils as well as those with learning difficulties or at risk of exclusion.

**ALL - Accreditation for Life and Living**  
A modular course accredited by the awarding body OCR and designed for young people and mature students with severe or profound and multiple learning difficulties. Modules cover key skills and life skills. [www.ocr.org.uk/qualifications/type/bs/lea_dev/all](http://www.ocr.org.uk/qualifications/type/bs/lea_dev/all)

**Alternative methods of recording**  
Pupils who have difficulty recording their ideas in writing are often motivated when given opportunities to choose different methods of producing their work. This could include labelled drawings, diagrams, comic strip stories, writing frames, flow charts, posters, audio-visual, etc.

**Amanuensis**  
Someone who sits with a special needs pupil during a test and helps them put their ideas down on paper. The amanuensis may sometimes be required to write down the words voiced by the pupil.

**Analytic phonics**  
Analytic phonics involves analysis of whole words in order to identify and break down their component parts to decode words. This can include using a range of strategies such as onset and rime, morphemes, syllable count, etc. As with synthetic phonics (see separate entry) pupils need to be able to hear and discriminate sounds in spoken words.

**Annual review**  
A meeting held annually to review a pupil’s statement of special educational need. The statement will be looked at closely by all the professionals involved. The pupil’s parents, and often the pupil, will be invited to attend. Everyone discusses how the learner is progressing and agrees any changes that may be needed in the provision that is being offered. Everyone needs to agree whether to continue with the current provision, request more provision, suggest changes, reduce the provision or cease maintaining the statement. All of this must be appropriately recorded.

**Aphasia**  
The inability to express or understand thoughts in words (see ‘Learning difficulties and disabilities’).
Apraxia
The inability to coordinate the lip, tongue and throat muscles in order to form sounds into words (see ‘Learning difficulties and disabilities’).

Articulation
The way that speech sounds are made from movements of the lips, jaw and tongue (see also ‘Cued articulation’ below).

ASD/ASC - autistic spectrum disorder or condition
See ‘Learning difficulties and disabilities’.

Association
The ability to relate concepts presented through the senses (mainly visual, auditory or kinaesthetic).

At risk
A term used to describe those children in need of protection by the local authority because they are considered to be at risk of significant harm. These children will be on the LA’s ‘at risk register’. The term is also used to describe those children thought to be at risk of social exclusion.

Attention span
The amount of time learners can concentrate on a task without being distracted or losing interest.

Auditory discrimination
The ability to listen to sounds and to detect similarities and differences between them. This could involve being able to discriminate between larger sounds made by animals, vehicles etc, or being able to detect similarities and differences between sounds in words.

Auditory figure-ground discrimination
The ability to focus on a specific sound, despite background noise.

Auditory learning style
Children who are auditory learners do best when they are involved in speaking and listening tasks.

Auditory memory
The ability to recall information that has been given orally. The information may be retained for a short while (short-term memory), rehearsed and retained for a longer period of time (long-term memory).

Auditory sequential memory
The ability to recall sounds, spoken words and information in the sequence in which they were heard.

Auditory synthesis
The ability to blend sounds into syllables and syllables into words.

Barriers to learning
A term used to refer to difficulties experienced by learners in their everyday environment that may act as a barrier to their learning. These may be:
- poor or no assessment of individual needs
- low self-esteem
- inappropriately planned curriculum and use of resources
- little understanding of the most effective teaching strategies
- poverty of learning experiences at home and/or at school
- lack of effective support (specialist support staff, materials, assistive technologies).
**Behaviour modification**
A technique that aims to change behaviour patterns by giving rewards for positive behaviour, within a controlled environment, and deliberately seeming not to notice negative behaviour.

**BESD - behavioural, emotional and social difficulties**
See ‘Learning difficulties and disabilities’.

**BESTs - behaviour and education support teams**

**BMP - behaviour management plan**
A behaviour management plan should summarise the behaviours that are causing concern, the agreed strategies to be used for modifying the behaviour and the targets to be set. It should also show the resources and key people to be involved as well as the monitoring and evaluation.

**BSL - British sign language**
Sign language most commonly used by hearing impaired people in Britain.

**Buddy systems**
Buddy systems are often used by schools, particularly during breaks and lunchtimes. Trained pupils make themselves available to support others during these times to ensure that no one feels isolated or afraid. Buddies can help to support the school’s anti-bullying policy. In some schools a system of reading buddies has been set up with a great deal of success.

**CAFCASS - Children and Family Court Advisory and Support Service**
CAFCASS works to safeguard and promote the welfare of children; give advice to the family courts; make provision for children to be represented in court; and provide information, advice and support to children and their families. www.cafcass.gov.uk

**CAMHS - Child and Adolescent Mental Health Service**
Local multi-disciplinary services promoting the mental health and psychological wellbeing of children and young people, and supporting their families.

**Care order**
A court order that places a child in the care of the local authority. The designated authority then becomes responsible for looking after and providing accommodation and care for the child. All the child’s needs during the period of time that the order is in force are the responsibility of the local authority. However, the LA has a duty to ensure reasonable contact between parents and children. Courts will often make a number of interim care orders while assessments and investigations are carried out. A care order can only be made if the court is satisfied that a child is suffering or is likely to suffer significant harm.

**Care plan**
A care plan is drawn up when a child becomes subject to proceedings in which a care order might be made. The plan includes information about a child’s needs and how they are to be met by the local authority. The social worker must ensure that the services required to meet the child’s health, emotional, social and educational needs are set out in the care plan. This helps to inform decisions on placement and is a key document when a local authority applies for a care order.


**Case conference**
A formal meeting that is attended by all those services involved in the provision and care of a child in order to discuss the best way forward. It is a term used by a number of agencies involved in children's services. A case conference may be attended by the child or young person and the family as well as the professionals involved.

**Case review**
A term that is used in a number of contexts. It refers to the reviewing process used by a range of agencies working with children and their families when deciding what future action needs to be taken to ensure their wellbeing.

**Centile**
A term used in a number of tests that measure children's ability against a national standard. If a child is at the fiftieth centile in a particular test, that means that they have scored the average level in that test. Similarly, the first centile means that the child has scored in the lowest one per cent of the population, with 99 per cent of children scoring higher than that.

**Children in need**
Children who may not achieve or maintain a reasonable standard of health or development without extra help. This phrase can also describe a child whose health may suffer without additional provision or who is disabled. Social services have the responsibility for assessments of children in need but LAs, housing departments, health authorities and NHS trusts must all cooperate with social services to ensure that provision is appropriate. Consideration must also be given to the wishes of the child or young person.

**Children with additional needs**
A general term used to describe those children who, at some point, need extra support from the education, health or social services. They may need support on a short-term or long-term basis.

**Chunking**
Pupils with specific learning difficulties often need to use chunking strategies to help them with a task. This involves breaking down the learning activity into bite-size parts and allowing time for processing information.

**Close procedure**
A teaching strategy where words are removed from a passage and the pupil is asked to fill in the missing words. Cloze procedure can be used to measure or improve a pupil’s level of comprehension.

**CME - children missing education**
Children or young people of compulsory school age who are not on a school roll or in alternative educational provision. Usually they are children who have been out of any educational provision for four weeks or more.

**Cognition**
The process of knowing, thinking and reasoning.

**Cognitive ability**
The intellectual ability to know, think, recall and reason.

**Concept mapping**
Concept mapping is a technique for representing information in diagram form. Concept maps
consist of concepts (ideas) and links (labelled lines showing the relationship between the concepts). Concept mapping is different from mind mapping (see separate entry) in that it is used to communicate complex ideas, integrate old and new knowledge and organise information when problem-solving by showing a network of conceptual relationships.

**Conductive hearing loss**
When sounds cannot pass from outer ear through middle ear to cochlea. Congenital This refers to a condition (such as congenital heart disease) which is found to be in existence at or before birth. The word congenital does not necessarily mean that the condition is hereditary.

**Coordination**
The ability to perform complex body movements through the harmonious functioning of the muscles in the body.

**CoP - Code of Practice**
See SEN Code of Practice, below.

**Counselling**
Counselling allows children and young people time to discuss their problems and concerns. Counselling services vary in different parts of the country. Many areas have local information services where young people and their families can seek advice. Some counselling services are made available through schools, but this depends on the type of training that has been undertaken by the counsellor.

**Criteria-referenced assessment**
A form of assessment that measures what pupils can do against a group of skill objectives.

**Cross dominance**
This is also called mixed dominance. It is when a person’s preferred or leading eye, hand and foot are not all on the same side of the body. For example, a person may be right-footed and right-eyed but left-handed.

**Cued articulation**
A system of helping or teaching pupils to develop their articulation skills through signs made with the hands to prompt mouth/lip/tongue movements. This helps learners to articulate phonological sounds or phonics as parts of words. There is a linked colour-coding to ‘see’ the sounds in written words.

**DAMP - deficits in attention, motor control and perception**
See ‘Learning difficulties and disabilities’.

**DDA - Disability Discrimination Act**
All schools need to comply with this legislation (1995 and 2005).

**Decoding skills**
Decoding is the process of identifying phonemes in words, then blending them to read the words.

**Developmental coordination disorder**
Another name for dyspraxia (see separate entry below).
**Developmental delay**
A term used to describe children who have not mastered the skills expected for their age. Developmental delays can be across a range of areas - social, emotional, physical, intellectual and self-help skills. The term can also be used when describing difficulties experienced by children with severe sensory, congenital or mental conditions.

**Diagnostic assessment**
This identifies a pupil's strengths and the areas where they need support.

**Differentiation**
Differentiation requires teachers and teaching assistants to adapt the curriculum to meet the individual learning needs of pupils. In the inclusive classroom, differentiation may be through:
- outcome
- developing a variety of teaching and learning styles
- classroom organisation
- adult, peer group and/or ICT support
- variation of tasks
- a range of resources.

**Directionality**
The ability to know and interpret direction and orientation, e.g. right/left, up/down, forward/backward.

**Disabled**
A pupil is defined as having a disability ‘if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities’ (cited in the SEN and Disability Act 2001 and taken from the Disability Discrimination Act 1995).

**Disapplication**
A term used when a child is considered unable to study part or all of the National Curriculum for a short period of time, or when a child is not included in the end of Key Stage 1 or Key Stage 2 tests. The parents, school and local authority should all be involved in agreeing whether this is to happen. Disapplication can be applied to children with or without a statement of special educational need and allows them a period of time to follow specific learning programmes suited to their needs.

**Discrimination**
The ability to detect similarities and differences between stimuli.

**Distractibility**
The inability to attend to a task without being distracted by other sights, sounds and movements within the environment.

**Double or dual exceptionality**
A pupil who is gifted or talented and at the same time has one or more learning difficulties or disabilities.

**Dysarthria**
A speech disorder involving unclear articulation.
Dyscalculia
A specific learning difficulty involving one or more maths skills (see ‘Learning difficulties and disabilities’).

Dysgraphia
A processing problem causing difficulty in remembering and using the correct sequence of muscle movements in order to write (see ‘Learning difficulties and disabilities’).

Dyslexia (also known as SpLD)
A term that is often used to describe difficulties with learning to read, spell, write, manipulate numbers and developing organisational and coordination skills. Pupils may have mild to severe difficulties and have varying levels of ability. (See ‘Learning difficulties and disabilities’.)

Dysphasia
A specific difficulty in speaking and understanding spoken or written language, caused by brain injury or disease and needing concentrated specialist help.

Dyspraxia (also known as developmental coordination disorder)
A specific learning difficulty affecting motor coordination in which children may appear clumsy in their movements, their writing or their pronunciation (see ‘Learning difficulties and disabilities’).

EAL - English as an additional language
It is important that pupils who only need support with learning English are not recorded as learners with SEN.

EBD - emotional and behavioural difficulties
The former term for what is now called BESD (see ‘Learning difficulties and disabilities’).

Education supervision order
An order made by a family court to ensure that a pupil attends school and receives a full-time education. The order puts the child under the supervision of the local authority (usually the education welfare officer).

Emergency protection order
A court order used to remove a child or young person to a place of safety or to prevent a child/young person being moved from a place of safety when there is reasonable cause to suspect that they are likely to suffer significant harm.

Encoding skills
Listening for sounds in words, then deciding which phonemes to use when spelling the words.

EWO - educational welfare officer

Expressive language difficulty
Difficulties in using language to express oneself.

EYA - Early Years Action
The stage when provision is made for a child by the SENCo and teacher in the early years setting that is additional to or different from what is normally provided. The child will be identified as having special educational needs and will usually have an IEP (see below).
**EYA+ - Early Years Action Plus**
The stage when specialist advice and support for a child has been given to the SENCo and teacher in the early years setting so that provision can be made that are additional to or different from what is normally provided. The child will be identified as having special educational needs and will have an IEP reflecting the specialist advice.

**EYFS - Early Years Foundation Stage**
The whole 0 to 5 age group. Children in the Reception class are also known as the Foundation Stage.

**Failure to thrive**
The term that is used to describe those children who fail to reach the expected standards of growth for children of the same age. This may be due to one or more of a number of factors, including physical illness, genetic conditions, neglect or inadequate nutrition. Failure to thrive is usually noted during the first three years of a child’s life.

**Family therapy**
Family therapy is a way of helping individuals overcome problems within the context of the family unit. These problems may affect more than one family member so therapy addresses the way that they interact with each other. Family therapists are often psychotherapists.

**Figure-ground discrimination**
The ability to distinguish important information from the surrounding environment despite background noises and visual distractions.

**Fine motor skills**
The ability to use the smaller muscles in the body for precise tasks such as writing, drawing, sewing, using scissors or tying shoe-laces.

**FLO - family liaison officer (or support worker)**

**Formative assessment**
On-going assessment that gathers evidence of pupils’ learning and understanding showing their strengths and identifying areas for development, to inform planning, teaching and the setting of learning targets.

**FSP - Foundation Stage Profile**
The assessment of children’s basic skills in six areas of learning at the end of the Reception year in school. Some schools also use it to assess children’s attainment on entry to the Reception class, as a benchmark by which to measure progress during the Reception year, and to identify pupils who may potentially have special needs. It is undertaken by teachers and TAs and provides a baseline from which subsequent performance can be monitored.

**Graduated approach**
This approach recognises that there is a ‘continuum of special educational needs’ and that specialist action and intervention should be based on the degree (or severity when seen on a spectrum) of special needs of the child and the difficulties they are experiencing.

**Grammar**
Grammar is about organising words into sentences using the correct grammatical word structure. Pupils who have difficulty with grammar tend to muddle verb tenses and their sentence formation tends to be immature (see ‘Syntax’, below).
Grapheme
The written version of a phoneme (see below), in which one or more letters represents a single speech sound.

Gross motor skills
The ability to use the larger muscles in the body for activities that require strength, coordination and balance, such as climbing, walking, running and jumping.

Group education plan
When a group of children have similar learning difficulties, group targets may be set on a group education plan instead of separate IEPs (see below).

Hand-eye coordination
The ability of the eyes and hands to work together to complete a task, as in drawing and writing.

Home-school agreement
The written contract drawn up between the school, parents or carers, and the pupil. It sets out expectations of attendance, behaviour, standards of education and homework.

Hyperactivity
The inability to focus on one task for a period of time and the need to be constantly on the move.

Hypoactivity
The opposite of hyperactivity. Children who are hypoactive, though also unable to concentrate, often appear to be in a daze and to lack energy.

IBMP or IBP or PBP - individual behaviour management plan
This is also sometimes known as the individual (or personal) behaviour plan. It is often used to support pupils with behavioural difficulties and/or at risk of exclusion (see ‘Behaviour management plan’, above).

IEP - individual education plan
The plan devised for meeting a learner's special educational needs. It is prepared specially for the learner concerned. It sets out what support will be given in the following weeks, who will provide it and what resources will be required. It also sets out specific targets for the learner. IEPs are usually reviewed by the school every term or half term, or more often if required. Parents and pupils are invited to discuss and review the plan and to help decide new targets.

Impulsivity
This is when children react to a situation without considering the consequences.

Inclusion
Inclusion is about creating an appropriate learning environment for all children. It involves introducing policies and practices that enable pupils with learning difficulties and disabilities to participate fully in school life. The process of inclusion should involve a regular, critical evaluation of school policies and practices to ensure that quality learning opportunities are available to all, whatever their needs.

Insertions
The addition of extraneous letters or numbers to words or numerals, such as reading an additional word in a sentence, which is not printed on the page.
Integration
The process whereby learners return to mainstream education after spending part of their education in a special unit or school or having home tuition.

Inversions
The confusion of up/down directionality of letters or numbers, such as b/p, or 6/9.

IQ - intelligence quotient
The ratio between a person's chronological age (measured in years) and mental (cognitive) age, as measured by a standardised intelligence test, multiplied by 100. In such a test, a score of 100 is usually the mean with the majority of pupils falling within the 90-110 range. Most IQ tests can provide a variation from as low as around 60 to as high as about 150.

Kinaesthetic learning style
Children who are predominantly kinaesthetic learners do best when they are actively involved in practical tasks that rely on the use of movement and touch.

KS - Key Stages
There are four key stages set out in the National Curriculum.
Key Stage 1 (KS1) - the majority of pupils are aged 5 to 7.
Key Stage 2 (KS2) - the majority of pupils are aged 7 to 11.
Key Stage 3 (KS3) - the majority of pupils are aged 11 to 14.
Key Stage 4 (KS4) - the majority of pupils are aged 14 to 16.

LA - local authority
The LA is a synthesis of all children's services, including education and social services. (LEA, where used, denotes local education authority - this was the term used before children's services were reorganised into one unit.)

LAC - looked-after child
A term used to describe those children who are in the care of the local authority or social services department for more than 24 hours. This may include short-term placements, e.g. respite care, as well as longer placements, such as within foster families.

Laterality
The tendency to use the (dominant) hand, foot, eye, and ear on a particular side of the body. Most people use their right hand when writing and their right foot when kicking.

LDD - learning difficulties and/or disabilities
The acronym used by Ofsted and some other official bodies as an alternative to the term SEN.

Learning difficulty
A term used to describe a wide range of specific problems that a child may have with any aspect of the learning process. Learning difficulties may arise from problems that are either temporary or long-term.

Learning disability
A condition that is often present from birth and usually inhibits a child's general development throughout their life. Children who have a learning disability need more help than others when learning new skills as they have difficulty in processing new and complex information.
**Loaas**
An early years intensive behaviour therapy approach also known as ABA (applied behavioural analysis), for children with autism or ASD, invented by a Dr Loaas.

**LSA - learning support assistant**
**LST - learning support teacher**
**LSU - learning support units**
Learning support units (or special support centres) are based in schools. They provide teaching and support programmes for a range of special educational needs. The support units work with a school or group of schools by suggesting strategies for learning and for promoting positive behaviour. The aim of the units/centres is to help pupils develop the skills they need to reintegrate into mainstream classes.

**Makaton**
An adapted form of BSL (British Sign Language), designed to be used alongside speech to support communication skills.

**Metacognition**
The ability to reflect on our own thinking processes (thinking about the way that we think). Developing metacognitive skills can help all pupils become more independent in their learning and have a greater self knowledge.

**Mind-mapping**
A technique used to help pupils organise known information or ideas visually in order to understand how new knowledge is or could be related. Mind maps are similar to concept maps but, whereas a concept map may be drawn around several concepts, a mind map has one central concept. Related ideas are drawn around this concept and each of these ideas may also have a number of related links.

**Miscue analysis**
Miscue analysis is just one type of reading assessment and is designed to assess the strategies that children use when reading. The term ‘miscue’ is used to describe the different types of errors that readers make when reading a text. Readers’ miscues may include word additions, omissions, substitutions, repetitions, reversals, changes in word sequence and self-corrections. The miscues are usually analysed using three cueing systems - semantic, syntactic and graphophonic. This analysis identifies a learner’s reading strengths and weaknesses.

**Mixed laterality**
The tendency to use a combination of both right and left sides of the body for different tasks. For example, a pupil may be right-handed and left-footed.

**Mnemonics**
A strategy to help learners remember important facts from useful prompts, such as the initial letters of ‘Richard of York gave battle in vain’ to remember the initial letters of the colours of the rainbow and their order. Mnemonics can also be used to help learners remember the spelling of irregular words, such as ‘because’ - ‘big elephants can always understand small elephants’.

**Modelling**
A term used to describe a strategy where the teacher demonstrates (models) a skill or process at the same time as describing their thinking process aloud.
Modification
The National Curriculum can be changed or modified to help a child with special educational needs to follow the learning in an area of the curriculum.

Morphology
Morphology refers to the grammar of words and how they are formed. A morpheme represents the smallest unit of meaning in a word. Some pupils with speech and language impairment have difficulties with using bound morphemes such as ‘ed’, ‘ing’, and ‘es’ at the ends of words.

MSI - multi-sensory impairment
When children have combined visual and hearing problems. This is sometimes referred to as ‘deafblind’.

Multi-sensory
A method of learning where activities are designed to enable pupils to learn by using two or more senses together.

Norm-referenced assessment
A norm is the average performance of an age group. Norm-referenced assessment enables pupils’ scores to be benchmarked against the average of their peers, or against the national averages for their age group.

Note in lieu
A note that is sent to the parents when a local authority decides not to issue a statement of special educational need. The note in lieu should describe the child’s special needs, explain the reasons why the LA is not issuing a statement and should contain recommendations for suitable provision for the child. The note may be sent to the school with the parent’s permission. This is not a legally binding document.

OCD - obsessive compulsive disorder
See ‘Learning difficulties and disabilities’.

ODD - opposition defiance disorder
See ‘Learning difficulties and disabilities’.

Opportunity playgroups
Pre-school settings which provide play activities and therapy for young children with special educational needs. They can take children from a very young age.

OT - occupational therapy/therapist

Over-learning
Children with specific learning difficulties need to be given activities that will reinforce their learning through revisiting and reviewing both knowledge and skills, using multi-sensory approaches (see above).

P scales
A series of groups of differentiated performance criteria describing a pupil’s attainment below National Curriculum Level 1. These show very small steps of progression across the curriculum by which the progress of children with special needs can be measured and targets set.
Parenting order
Parenting orders are issued to encourage parents to exercise reasonable control over their children and are overseen by a social worker, a probation officer or a member of the youth offending team. Parenting orders can last for up to a year and parents may be expected to attend guidance and counselling sessions.

Pathway plan
When a looked-after young person reaches the age of 16 the local authority responsible for their care must draw up a pathway plan. This plan should detail the support and services that the young person may need in order to transfer successfully from living in care to living independently. The plan must be regularly reviewed until the young person reaches the age of 21 or completes full-time education or training.

PDA - pathological demand avoidance
See ‘Learning difficulties and disabilities’.

PEP - personal education plan
A plan that is drawn up for looked-after children and focuses on their educational needs. It is usually reviewed at the same time as the care plan.

Perceptual ability
The function of the brain to perceive, process, interpret and organise information received through the senses.

Peripatetic
Any teacher or adviser who is employed, usually by the LA or by a group of schools, to go from school to school, supporting individuals or groups with SEN.

Personalised learning
Personalised learning is about personalising the school experience so that it is accessible to all pupils and in so doing helping to remove barriers to achievement.

Phoneme
A single speech sound. It can be represented by a grapheme (see above) of one or more letters.

Phonological awareness skills
The ability to hear and recognise sounds in spoken words.

PIVATS - performance indicators for value added target-setting
A widely used assessment system that extends the P scales (see below) and includes stepping stones to support target-setting for students with learning difficulties up to National Curriculum Level 4.

Placement
The school or unit in which a child with special needs is placed after careful consideration has been given to their specific needs.

PMLD - profound and multiple learning difficulties
PMLD pupils are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
Portage
An educational home visiting service for pre-school children whose development is significantly delayed. It is named after the town in the US where the scheme originated. A portage supervisor, who is usually an educational psychologist, visits the home to assess the child and answer any questions. Then a trained home visitor teaches parents or carers activities to help stimulate the child’s development. When the child is about to start school, the portage worker will liaise with the school in order to ensure a smooth transition.

PPS - parent partnership scheme
A service (provided by each LA) to support parents and carers of SEN children and to empower them to play an active and informed role in their children’s education.

Pragmatics
See ‘Social communication skills’, below.

Proposed statement
The draft statement that is sent to the parents by the LA, setting out the proposed arrangements for the education of their child. Parents have 15 days from the receipt of the proposed statement to make any comments.

Provision mapping
A way of showing at a glance the range of provision that is being offered by a school for those children with special and other additional needs.

PRU - pupil referral unit
The aim of pupil referral units is to get pupils back into the mainstream school. These units are set up and maintained by the local authority and provide education for children who are unable to attend a mainstream school (for example, excluded children or school phobics).

PSP - pastoral support plan
A PSP should be set up for any disaffected pupil or one at risk of permanent exclusion. It should detail interventions to help pupils manage their behaviour. A PSP should set realistic targets for the pupil to work towards that have been agreed with the parents/carers.

Pupil voice
The involvement of pupils in their own learning and in the organisation of the daily life and provision of the school. Most schools have school councils, whose members represent their peers of all ages and abilities. However, pupil voice is also an important feature of special needs provision, encouraging and valuing the views of pupils and taking them into account in planning and delivery.

Quality-first teaching
High-quality inclusive teaching, where all the learner’s needs are catered for and are a part of school and classroom planning and target-setting.

Receptive language difficulty
Difficulties in understanding spoken language. Register of disabled children Local authorities must keep a register of disabled children in their area in order to help them plan services effectively. It is advisable for parents to register a disabled child with the local authority, although this is not compulsory.
Reversals
A reversal is a perceptual difficulty resulting in letters, words and numbers being reversed, for example, b/d, was/saw, 12/21.

SA or SA+ - School Action or School Action Plus
See each heading below.

SaLT - speech and language therapist

Scaffolding
Scaffolding is often used to describe how teachers and more able peers can help pupils to move on to the next stage of their development, by modelling a skill or explaining a concept. By explaining what they are doing and why, they are giving others opportunities to practise and internalise that skill.

School Action
The stage when the SENCo and class teacher make provision for a child that is additional to or different from what is normally provided within a differentiated setting. The child will have been identified as having special educational needs and will usually have an IEP.

School Action Plus
The stage when specialist advice and support for a child has been given by one or more outside professionals to the SENCo and teacher, so that more specialised provision can be made that is additional to or different from what is normally provided within a differentiated setting. The child will have been identified as having special educational needs and will have an IEP reflecting the specialist advice.

School support staff
A term that is used to describe a wide range of adults who have supporting roles in schools and may include teaching assistants, technicians, administrative staff, librarians, midday supervisors and many more.

Self-esteem
This describes how positively (high self-esteem) or negatively (low self-esteem) children perceive themselves within their environment.

Semantic knowledge
The ability to understand the meaning of words in different contexts and the knowledge of the meanings of relationships between words, such as categories, opposites, synonyms or association. It also includes an ability to understand narrative.

SEN Code of Practice
The document, published by the government in 2001, setting out the statutory duties of LA, schools, early education settings and health and social services. It provides a framework for the identification and assessment of children with special needs. It also provides guidelines for making effective provision for these children. Parents can ask to see a copy of the Code of Practice in school. This SEN Code of Practice should not be confused with the Disability Discrimination Act Code of Practice for Schools (see DDA entry above), which is also of relevance to SENCos and school management.
SENCo
Special educational needs coordinator - every school is required to have one.

SENDist - special educational needs and disability tribunal

Sensory impairment
A sensory impairment can be described as an impairment of any of the five senses (for example, visual or hearing impairment).

Sensory-motor
The relationship between sensation and movement.

Sequence
Information, text or images arranged in a particular order, such as days of the week or months/seasons of the year.

SID - sensory integration disorder/dysfunction
See ‘Learning difficulties and disabilities’.

Sight word approach
A method of teaching reading which relies heavily upon a learner’s visual memory skills, used for recognising whole words, rather than on phoneme blending.

Sight words
Words that children can recognise as whole words on sight.

Sing-along
A form of signing that supports spoken language, developed for children and adults with learning disabilities.

SLCN - speech, language and communication needs
Pupils with speech, language and communication needs are those whose primary learning difficulty or disability is related to the acquisition of language and who are at School Action Plus or have a statement. They may have receptive language difficulties (understanding language) or expressive language difficulties (using language), or both.

SLD - severe learning difficulty
Children with severe learning difficulties need support in all areas of the curriculum. They may have difficulties with cognitive impairment, communication, mobility and coordination as well as the ability to develop self-help and social skills.

SLT - speech and language therapist
Social communication skills (pragmatics) Pragmatics refers to the way in which meaning is affected by the context in which language is used and the ability to communicate in social situations. Some pupils have difficulty in understanding how to use language in a range of social situations.

Social exclusion
The way that some groups of people can be excluded from society because of a variety of problems (breakdown of family, unemployment, physical and mental illness, poor housing, low income, etc.).

Social stories
A strategy to help autistic learners gain an understanding of social situations.
Sound blending
The ability to blend phonemes into whole words.

Spatial awareness
The ability to be aware of oneself in one’s space in terms of position, distance, form and direction.

Spatial relationships
How different objects relate to one another and to the child himself.

Special educational needs
Special educational needs may cover areas of difficulty in communication and interaction, cognition and learning, behavioural, social and emotional development and sensory and/or physical needs. Pupils have special educational needs if they have learning difficulties that require special educational provision to be made for them.

Special school
A school specially organised and designed to support pupils with a statement of special educational need. Some special schools cater predominantly for one area of learning difficulty or disability. There are usually specialist teachers and resources on site and children are taught in small groups.

SpLD - Specific learning difficulty (also known as dyslexia - see above)
A specific learning difficulty that affects the ability to read and spell.

SSC - special support centre
This is also known as a LSU or learning support unit, based in schools. (See ‘Learning support unit’, above.)

Standardised test
A test that has been calibrated to result in the average range of attainment levels or scores - for example in cognitive ability tests – for that age group.

Statement of special educational needs
The document issued by the local authority which contains details of the child’s educational needs, as identified by the LA during the statutory assessment. The statement includes details of the provision required to meet those needs. It names the school that the child will attend (agreed with the parents and the school). Usually, this will be the school the child already attends, but occasionally a special school is considered to be more suitable. The statement will not include anything that parents have not already discussed or been made aware of.

Statutory assessment
The process which takes place if the LA believes that it needs to outline the child’s needs, at the request of the school, parent or another agency. It does not always lead to a statement of special educational need. The authority looks at all that has been done for the child, reports from professionals and previous IEPs. An educational psychologist assesses the child and prepares a report. The SEN section of the local authority considers all the evidence and makes a decision whether to give a statement.

Statutory review
The process of reviewing care plans for looked-after children. There are specific rules governing the frequency of reviews and the changing of care plans as necessary.
Substitution
When letters, numbers or words are interchanged when reading, spelling or in numeracy. (For example: ‘wos’ for ‘was’ in spelling, or ‘sad’ for ‘said’ in reading.)

Summative assessment
Assessment that focuses on measuring the levels pupils have reached. The information gathered is used in annual school league tables, in the tracking of pupils’ progress and in setting attainment targets.

Supervision order
There are two types of supervision order. One is made on the same basis as a care order but does not make the local authority responsible for the child or young person, who continues to live with the parents/carers. This type of supervision order allows a supervisor (usually a social worker) to supervise specific activities and living conditions. The order can only be in place for a maximum of three years. The other type of supervision order is given to a young offender by the youth court. The young person is usually supervised by a member of the youth offending team and will be expected to meet the supervisor regularly and undertake specific activities in order to address their offending behaviour.

Sure Start
This government programme began in the late 1990s and aimed to halve child poverty within a decade. Local Sure Start programmes were established, in the most disadvantaged areas, to help improve the health and wellbeing of children and families from before birth to age four. There are more than 500 local programmes now known as Sure Start children's centres. Sure Start children are usually screened for any SEN difficulties at a very early age and additional support is put in place for them as soon as they are identified as needing it.

Syndrome
A set of symptoms that indicates a specific disorder.

Syntax
The grammar of spoken language and written sentences, involving how words are sequenced to convey meaning. (See also ‘Grammar’, above.)

Synthetic phonics
An approach that involves developing phonemic awareness by learning to recognise and sound out up to 44 phonemes. Most teaching programmes do this in a systematic way, using a multi-sensory approach. Pupils are then asked to blend phonemes together to read a word phonetically in order to develop their reading and spelling skills.

TA - teaching assistant
Tactile
Relating to the sense of touch.

Thinking skills
The skills through which children acquire, interpret, reorganise, store, retrieve, and synthesise knowledge. Tiered service models A term that is used by a number of children's services. It describes the way these services have been modelled, using a tiered approach. Each tier provides a different level of support for the needs of a child or family.
Team-Teach
A whole setting holistic approach to behaviour supports and interventions. Teaching Personnel deliver a comprehensive Team-Teach CPD program across England and Wales. For more information, ask your recruitment consultant or click on the website below.

A whole setting a Transition Plan
A plan that draws together information that will support a young person as they make the transition into adult life. Transition plans are usually devised for young people with special educational needs or disabilities, with or without statements. They are usually devised following a Year 9 annual review and updated yearly.

Transposition
This is when the order of letters in a word or digits in a number is confused, for example gril/girl or 546/654.

VAK - visual, auditory, kinaesthetic
VAK usually refers to learning styles or approaches. It relates to the three main ways that we give and receive information. It is thought that we each have a preferred learning style, either visual, auditory or kinaesthetic, and if we are given opportunities to learn using this style we tend to learn in a more natural and more effective way.

Verbal comprehension
The ability to read or listen to textual/spoken information, remember it, understand it and then use the information across a range of tasks.

Visual association
The ability to relate concepts which are presented visually through words or pictures.

Visual discrimination
The ability to detect similarities or differences between pictorial images or symbols, including letter or word shapes.

Visual learning style
Children who are visual learners achieve their best when they are involved in tasks using written language and visual materials.

Visual memory
The ability to recall information that has been presented visually. The information may be retained for a short while (short-term memory), rehearsed and retained for a longer period of time (long-term memory) or retained and recalled in the correct sequence (visual sequential memory).

Visual-motor skills
The ability to translate information received visually into a motor response. Children who have difficulties in this area often have poor handwriting.

Visual perception
The ability to recognise, interpret and organise visual images.

VRT - Voice Recognition Technology
An example of VRT would be a word processing program that produces text in direct response to spoken input.
Vulnerable children
The term ‘vulnerable children’ is most often used to describe all children whose learning or wellbeing are or may be disadvantaged by their circumstances. Such circumstances might include the whole range of learning difficulties or disabilities, EAL pupils, gifted and talented pupils, looked-after children, bereaved children, those with temporary or long-term behavioural, social, emotional or mental difficulties, or those at risk of social exclusion or who are not able to make the best of their life chances. However, some SEN practitioners prefer to use the term ‘children with additional needs’ to be more specific regarding the way in which children or young people are vulnerable.

Waves model
Teaching and intervention to support pupils at risk of underachievement. The waves are:
Wave 1 - the effective inclusion of all pupils in daily, quality-first teaching.
Wave 2 - wave 1, plus additional interventions to help pupils overcome barriers to learning when working towards age-related expectations or above.
Wave 3 - wave 1, plus additional personalised interventions using a range of approaches for pupils who have been identified at School Action, School Action Plus or with a statement of special educational needs.

Word-finding skills
The ability to access and recall vocabulary from the long-term memory.

Word recognition
The ability to read or pronounce a word, without necessarily understanding its meaning.

Working with parents
All teachers and SENCos have a special role to play in working with parents to support and enhance provision for their children in school as well as to address their special needs at home.

Writing frames
Writing frames provide a framework or format to help pupils organise and structure their thoughts, ideas or research findings. Writing frames can support the development of learners’ writing skills across the curriculum.

Young carers
Young carers are children or young people under 18 who provide care and support for a family member who is disabled or ill. Young carers take on a level of responsibility that is inappropriate for their age and level of development. This may affect their learning. (See ‘Learning difficulties and disabilities’.)

ALS: Additional Literacy support. This is a 24 week programme used for children who have fallen behind in literacy in year 3 and 4.

ASD: Autistic Spectrum Disorder

ALS: Additional Literacy support. This is a 24 week programme used for children who have fallen behind in literacy in year 3 and 4.

ASD: Autistic Spectrum Disorder

AST: Advanced Skills Teacher
**Baseline Assessment:** An assessment of a child’s skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what a child can do when starting school and helps them to plan lessons and measure progress. Areas covered include Language and Literacy, Maths and Personal and Social Development.

**Behaviour Support Plan:** A statement which sets out local arrangements for schools and other service providers for the education of children with behavioural difficulties.

**BESD:** Behavioural, Emotional and Social Difficulty

**BSL:** British Sign Language

**CHI:** The Support Society for Children of Higher Intelligence

**Circle Time:** Circle time is an effective method of organising the pupils in the primary classroom to cater for pastoral needs. During circle time pupils sit in a circle and discuss with the teacher how things are going and any problems they might have.

**Designated Teachers:** Advocates who liaise with other services on behalf of young people in care.

**EAL:** English as an Additional Language

**ELS:** Early Learning Support. This is a programme for year 1 teachers to use as extensive sessions with pupils over a 12 week period. This is delivered outside the literacy hour.

**EMA:** Ethnic Minority Achievement

**EMTAG:** Ethnic Minority and Traveller Achievement Grant. These Grants are aimed at schools with children from ethnic minority, traveller and refugee groups. The grant allows schools to provide additional support for these pupils through intervention programmes and the use of additional support staff.

**ESL/E2L:** English as a second language

**Exclusion:** The suspension or expulsion of a pupil from school for disciplinary reasons.

**HI:** Hearing Impaired

**IEP:** Individual Education Plan

Plans which are drawn up by the class teacher and/or special needs coordinator within a school to provide individual support for children deemed to have needs over and above that of other children in the class. This could be either due to learning difficulties or because they are considered to be exceptionally bright or gifted children.

**Inclusion:** Policy of including pupils with SEN in mainstream schools wherever possible
### Looked–after Children:
This is a term applied to children who in the past were referred to as ‘children in care’. These are children who do not live with their natural or adoptive parents.

### LSA:
Learning Support Assistant.

### LSU:
Learning Support Unit

### Makaton:
Method of sign language communication

### MLD:
Mild Learning Difficulties.

### MSI:
Multi-Sensory Impairment

### NASEN:
National Association for Special Educational Needs.

### NNEB:
Nursery Nurse Examining Board

### PD:
Physical Disability

### PECs:
Picture Exchange Communication system

### PEP:
Personal Education Plan - these are schemes developed for young individuals in public care, designed to support their education.

### PMLD:
Profound and Multiple Learning Difficulties.

### PS Scales:
All pupils are required to go through target setting process, including those pupils with SEN. P scales have been introduced as a scaling system for pupils who are working below level 1 of the National Curriculum. This finer analysis is a useful guide to teachers working with pupils who have more complex needs.

### PSLD:
Physical and Severe Learning Difficulties

### Statemented Pupils:
These statements describe any learning difficulties which pupils have, and specify the extra help or equipment they need. Around 3% of school pupils nationally have statements. Some pupils with special educational needs are academically able. But schools face challenges in achieving Level 4 at Key Stage 2 for many pupils with SEN. The information on the numbers of pupils with SEN in each school helps you take this into account when looking at the school’s results.

### Pupils without statements:
These are other pupils registered as having special educational needs but whose schools meet the pupils’ needs without statements.

### SEN:
Special Educational Needs
This denotes any child that has been identified as having some form of educational need either as a result of learning difficulty or if they are deemed as particularly bright or gifted. These children receive additional support either from within the school or outside agencies. Consult the DfES booklet SEN: A Guide for Parents if you think your child may have special educational needs.

### SENCO:
Special Educational Needs Coordinator.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SLCN:</td>
<td>Speech, Language and Communication Needs</td>
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<tr>
<td>SLD:</td>
<td>Severe Learning Difficulties.</td>
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<tr>
<td>SLDD:</td>
<td>Students with Learning Difficulty and/or Disability.</td>
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<tr>
<td>SpLD:</td>
<td>Specific Learning Difficulty</td>
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<tr>
<td>TEACCH:</td>
<td>Treatment and Education of Autistic and Related Communication Handicapped Children</td>
</tr>
<tr>
<td>VI:</td>
<td>Visual Impairment</td>
</tr>
</tbody>
</table>
Useful Websites

Action for ME (AfME)
www.afme.org.uk
Tel: 0845 123 2314

Action for Sick Children
www.actionforsickchildren.org
Helpline: 0800 0744519

ADD Information and Support Service (ADISS)
www.addiss.co.uk
Tel: 020 8952 2800

Advisory Centre for Education (ACE)
www.ace-ed.org.uk
Advice line: 0808 800 5793

Aiding Communication in Education
(ACE Centre)
www.ace-centre.org.uk
Tel: 01865 759800

Allergy UK
www.allergyfoundation.com
Helpline: 01322 619898

Alliance for Inclusive Education (ALLFIE)
www.allfie.org.uk
Tel: 020 7737 6030

Anaphylaxis Campaign
www.anaphylaxis.org.uk
Helpline: 01252 542029

Anorexia and Bulimia Care (ABC)
www.anorexiabulimiacare.co.uk
Tel: 01462 423351

Anxiety Care
www.anxietycare.org.uk
Tel: 020 8262 8891

Anxiety Disorders Association of America
www.adaa.org

Arthritis Care
www.arthritiscare.org.uk
Helpline: 0808 800 4050

Asperger's Syndrome Foundation
www.aspergerfoundation.org.uk

Association for All Speech Impaired Children (AFASIC)
www.afasic.org.uk
Helpline: 0845 355 5577

Association for Children's Palliative Care (ACT)
www.act.org.uk
Helpline: 0845 108 2201

Association for Spina Bifida and Hydrocephalus
(ASBAH)
www.asbah.org
Helpline: 0845 450 7755

Association of Young People with ME (AYME)
www.ayme.org.uk
Tel: 08451 232389

Asthma and Allergy Foundation of America
www.aafa.org
Tel: (1) 800 727 8462

Asthma UK
www.asthma.org.uk
Advice line: 0800 121 6244

Ataxia UK
www.ataxia.org.uk
Helpline: 0845 644 0606

Autism Independent UK
www.autismuk.com
Tel: 01536 523274

Bipolar Fellowship Scotland (BFS)
www.bipolarscotland.org.uk
Tel: 0141 560 2050

Brain and Spine Foundation
www.brainandspine.org.uk
Helpline: 0808 808 1000

British Association of Teachers of the Deaf
(BATOD)
www.batod.org.uk
Tel: 0845 643 5181

British Deaf Association
www.bda.org.uk
Tel: 01772 259725
Textphone: 05603 115295

British Dyslexia Association (BDA)
www.bdadyslexia.org.uk
Helpline: 0845 251 9002

British Dyslexics
www.britishdyslexics.co.uk
Tel: 01244 822884
Useful Websites

British Heart Foundation
www.bhf.org.uk
Helpline: 0300 330 3311

British Institute for Brain Injured Children (BIBIC)
www.bibic.org.uk
Tel: 01278 684060

British Institute of Learning Disabilities (BILD)
www.bild.org.uk
Tel: 01562 723010

British Stammering Association (BSA)
www.stammering.org
Tel: 020 8983 1003

Brittle Bone Society
www.brittlebone.org
Helpline: 0800 028 2459

Capability Scotland
www.capability-scotland.org.uk
Tel: 0131 337 9876

Cerebra
www.cerebra.org.uk
Tel: 01267 244200

Child Growth Foundation
www.childgrowthfoundation.org
Tel: 020 8995 0257

Childline
www.childline.org.uk
Children's helpline: 0800 1111

Children Living with Metabolic Diseases (CLIMB)
www.climb.org.uk
Tel: 0800 652 3181

Children's Chronic Arthritis Association (CCAA)
www.ccaa.org.uk
Tel: 01905 745595

Children's Heart Association
www.heartchild.info
Tel: 01706 221988

Children's Heart Federation
www.childrens-heart-fed.org.uk
Tel: 0808 808 5000

Children's Liver Disease Foundation
www.childliverdisease.org
Tel: 0121 212 3839

Children's Society
www.childrenssociety.org.uk
Tel: 0845 300 1128

Children with AIDS Charity (CWAC)
www.cwac.org.uk
Tel: 020 7033 8620

Children with Leukaemia
www.leukaemia.org
Tel: 020 7404 0808

Clear Vision Project (lending library)
www.clearvisionproject.org
Tel: 020 8789 9575

Cleft Lip and Palate Association
www.clapa.com
Tel: 020 7833 4883

CLICS argent (Cancer and Leukaemia in Childhood Trust)
www.clicsargent.org.uk
Helpline: 0800 197 0068

Contact-a-Family
www.cafamily.org.uk
Helpline: 0808 808 3555

Council for Disabled Children
www.ncb.org.uk/cdc
Tel: 020 7843 1900

Cued Speech Association UK
www.cuedspeech.co.uk
Tel: 01803 832784

Cystic Fibrosis Trust
www.cftrust.org.uk
Helpline: 0845 859 1000

Deaf Education Through Listening and Talking (DELT A)
www.deafeducation.org.uk
Tel: 0845 108 1437

Deafness Research UK
www.deafnessresearch.org.uk
Helpline: 0808 808 2222

Diabetes UK
www.diabetes.org.uk
Careline: 0845 120 2960
Useful Websites

DIAL UK (disability helplines network)
www.dialuk.org.uk
Tel: 01302 310123

Down Syndrome International
www.downsed.org
Tel: 02392 855330

Down's Syndrome Association
www.downs-syndrome.org.uk
Tel: 0845 230 0372

Duchenne Family Support Group (DFSГ)
www.dfsg.org.uk
Tel: 0870 241 1857

Dyscovery Centre
http://dyscovery.newport.ac.uk
Tel: 01633 432330

Dyslexia Action
www.dyslexiaaction.org.uk
Tel: 01784 222300

Dyspraxia Foundation
www.dyspraxiafoundation.org.uk
Helpline: 01462 454986

Epilepsy Action
www.epilepsy.org.uk
Helpline: 0808 800 5050

EQUALS (for teachers of pupils with learning difficulties or disabilities)
www.equals.co.uk
Tel: 0191 272 8600

Family Fund
www.familyfundtrust.org.uk
Tel: 0845 130 4542

Foundation for People with Learning Disabilities
www.learningdisabilities.org.uk
Tel: 020 7803 1100

Fragile X Society
www.fragilex.org.uk
Tel: 01371 875100

Guillain-Barré Syndrome Support Group
www.gbs.org.uk
Helpline: 0800 374803

Haemophilia Society
www.haemophilia.org.uk
Helpline: 0800 018 6068

Helen Arkell Dyslexia Centre
www.arkellcentre.org.uk
Tel: 01252 792400

HemiHelp (for children with hemiplegia)
www.hemihelp.org.uk
Helpline: 0845 123 2372

Huntingdon's Disease Association
www.hda.org.uk
Tel: 0151 298 3298

Hyperactive Children’s Support Group
www.hacsg.org.uk
Tel: 01243 53996

I CAN (speech and communication difficulties)
www.ican.org.uk
Tel: 0845 255 4071

Independent Parental Special Education Advice (IPSEA)
www.ipsea.org.uk
Advice line: 0800 018 4016

Irlen ABC (Accuracy by Colour)
www.irlenabc.f9.co.uk
Tel: 01284 724301

Irlen UK
www.irlenuk.com
(See website for regional telephone numbers)

KIDS
(For children with disabilities and other SEN)
www.kids.org.uk
Tel: 020 7520 0405

Kidscape
www.kidscape.org.uk
Helpline: 08451 205 204

Leukaemia Care
www.leukaemiacare.org.uk
Careline: 0800 169 6680

LOOK (National Federation of Families with Visually Impaired Children)
www.look-uk.org
Tel: 0121 428 5038
Useful Websites

MDF (The Bipolar Organisation)
www.mdf.org.uk
Tel: 08456 340540

ME Association
www.meassociation.org.uk
Helpline: 0844 576 5326

Mencap
www.mencap.org.uk
Helpline: 0808 808 1111

Meningitis Trust
www.meningitis-trust.org
Helpline: 0800 028 1828

Mind
www.mind.org.uk
Infoline: 0845 766 0163

Muscular Dystrophy Campaign
www.muscular-dystrophy.org
Support line: 0800 652 6352

NASEN (formerly National Association for Special Educational Needs)
www.nasen.org.uk
Tel: 01827 311500

National AIDS Trust (NAT)
www.nat.org.uk
Tel: 020 7814 6767

National Association for Colitis and Crohn’s Disease (NACC)
www.nacc.org.uk
Infoline: 0845 130 2233
Supportline: 0845 130 3344

National Autistic Society (NAS)
www.nas.org.uk
Advice line: 0845 070 4004

National Blind Children’s Society
www.nbcs.org.uk
Helpline: 0800 781 1444

National Children’s Bureau
www.ncb.org.uk
Tel: 020 7843 6000

National Deaf Children’s Society (NDCS)
www.ndcs.org.uk
Helpline: 0808 800 8880

National Federation of the Blind (UK)
www.nfbuk.org
Tel: 01924 291313

National Portage Association
www.portage.org.uk
Tel: 0121 244 1807

No Panic (phobias and panic attacks)
www.nopanic.org.uk
Helpline: 0808 808 0545

OCD UK
www.ocduk.org
Tel: 0845 120 3778 (admin only)

Online Asperger Syndrome Information and Support (OAASIS)
www.oasis.co.uk
Helpline: 0800 197 3907

Organisation for Sickle Cell Anaemia Research (OSCAR Trust)
www.oscartrust.org
Tel: 020 7735 4166

Parents for the Early Intervention of Autism in Children (PEACH)
www.peach.org.uk
Tel: 01344 882248

PDA Contact Group
www.pdacontact.org.uk
Tel: 0114 258 9670

PHAB (projects, holidays, activities)
www.phabengland.org.uk
Tel: 020 8667 9443

Prader-Willi Syndrome Association (PWSA)
www.pwsa.co.uk
Tel: 01332 365676

Princess Royal Trust for Carers
www.carers.org; www.youngcarers.net
Tel: 0844 800 4361

RADAR (The Disability Network)
www.radar.org.uk
Tel: 020 7250 3222
Useful Websites

Rathbone (training, apprenticeships, employment)
www.rathboneuk.org
Tel: 0161 236 5358

Restricted Growth Association (RGA)
www.restrictedgrowth.co.uk
Tel: 0300 111 1970

RNIB (Royal National Institute of Blind People)
www.rnib.org.uk
Helpline: 0303 123 9999

RNID (Royal National Institute for Deaf People)
www.rnid.org.uk
Helpline: 0808 808 0123

Scope (for people with cerebral palsy)
www.scope.org.uk
Helpline: 0808 800 3333

Selectiv Mutism Information and Research Association (SMIRA)
www.selectivemutism.co.uk

Sense (for deafblind people)
www.sense.org.uk
Tel: 0845 127 0060

Sensory Integration Network
www.sensoryintegration.org.uk

Sickle Cell Society
www.sicklecellssociety.org
Tel: 020 8961 7795

Social Emotional and Behavioural Difficulties Association (SEBDA)
www.sebda.org
Tel: 0161 240 2418

Special Educational Needs Joint Initiative for Training (SENJIT)
www.ioe.ac.uk/research/16081.html
Tel: 020 7612 6000

Special Kids in the UK
www.specialkidsintheuk.org

Speech Teach:
www.speechteach.co.uk

Spina Bifida Association of America
www.spinabifidaassociation.org
Tel: (1) 800 621 3141

Starlight Children’s Foundation
www.starlight.org.uk
Tel: 020 7262 2881

STEPS (for children with lower limb abnormalities)
www.steps-charity.org.uk
Tel: 01925 750271

Syndromes Without a Name (SWAN)
www.undiagnosed.org.uk/aboutus.htm
Tel: 01922 701234

Tourettes Action
www.tourettes-action.org.uk
Tel: 0845 458 1252

Turner Syndrome Support Society
www.tss.org.uk
Helpline: 0845 230 7520

Visual Impairment Centre for Teaching and Research (VICTAR)
www.education.bham.ac.uk/research/victar
Tel: 0121 414 6733

What About the Children? (young children’s emotional needs)
www.whataboutthechildren.org.uk
Tel: 0845 602 7145

Williams Syndrome Foundation
www.williams-syndrome.org.uk
Tel: 01732 365152

Young Minds
www.youngminds.org.uk
Tel: 020 7336 8445
## Contact Us

### Teaching Personnel's Local Branch Network

<table>
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<tr>
<th>Location</th>
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<td>0151 285 4258</td>
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Head Office, Teaching Personnel, 99 Bridge Road East, Welwyn Garden City, Hertfordshire AL7 1GL

[www.tuition-works.com](http://www.tuition-works.com)  
[www.teachingpersonnel.com](http://www.teachingpersonnel.com)