Haggerston School

Special Educational Needs Policy
May 2017

Introduction

NB: For the purposes of the policy the abbreviation SEN and SEND are interchangeable (Please see the Glossary of Terms in the appendix for a guide to terms commonly used in school when discussing SEN / Specific Learning Difficulties).

Haggerston School's Special Educational Needs policy is underpinned by the statute set out in the SEN Code of Practice 2014. The SEN Code of Practice has the following implications for schools:

- All children and young people are entitled to an education that enables them to make progress so that they:
  - o achieve their best
  - o become confident individuals living fulfilling lives, and
  - o make a successful transition into adulthood, whether into employment, further or higher education or training.

The 2014 SEN Code of Practice also places greater emphasis on quality subject teaching which should form part of teachers' appraisal and professional development.

The Special Educational Needs (SEN) Department at Haggerston School provides structures and strategies to enable students to meet their full potential, academically and socially, within school. The SEN Department endeavours to:

- Identify, assess and review the special educational needs of students

- Develop students' literacy, numeracy and learning skills in order to increase their access to the National Curriculum

- Provide support structures for students with emotional, behavioural and social difficulties or refer students to the appropriate agency, in order for them to experience academic and social success within the school community

- Provide resources in order that students with additional needs have access to the curriculum and school environment

- Develop partnerships with parents and students

- Develop the skills of all teachers to enable them to continue to meet the range of individual need within the classroom and further the development of inclusive practice.

- Liaise with pastoral staff and external professionals in order to implement and monitor further support for students.

The department views any student who is achieving significantly less than their peers as being eligible for receiving one or more of the various modes of support provided.

Provision offered to students, which is outlined in a student's **SEN Support Plan (SSP)** includes the student's own objectives, strategies for classroom teachers to support learning and an overview of the support in the mainstream classroom and individual or small group support outside of the mainstream classroom. Objectives by which the success of this policy can be measured annually are included in the SEN Action Plan.

The person responsible for co-coordinating the provision of education for students with special educational needs is the Special Educational Needs Co-ordinator (SENCo). Coordination of provision includes:

- maintaining the school's profile of special educational needs

- overseeing and reviewing the records of those students with special educational needs

- developing referral systems to assist in the identification of special needs

- assessing those needs

- developing programmes of support so that needs can be met within the school budget

- informing mainstream staff of student special educational and medical needs

- advising staff on strategies to be used to meet individual needs

- training staff on individual areas of need

- allocating specialist staff to individual students

- identifying resources to support students in meeting agreed targets

- monitoring and reviewing the progress of individual students

- informing parents of programmes of support and progress made

- liaising with outside agencies to enhance the provision made in school and to ensure that the school fulfils statutory requirements regarding the education of those with special educational needs, as outlined in the SEN Code of Practice (2014).

- updating and maintaining the school's medical register

- holding annual review meetings

- liaising with and managing outside agency involvement

Identification of learning needs

The SEN department has links with feeder primary schools and makes visits to those schools to discuss the transfer of year 6 students with additional needs to Haggerston. Needs are also assessed at the start of year 7 through the use of group reading tests.

A student with difficulties may be referred to the SEN Department by parents, teachers (through the Student Referral Group (SRG)) and other professionals. When a student has been referred to the Department, their needs will be assessed by one or more of the following methods: observation in the classroom; using standardised tests; analysis of work produced in the classroom and at home, and assessment by specialist teacher or referral to an external agency. The views of students are sought during assessment. The process used is based on the SEN Code of Practice (2014)

The Student Referral Group aims to address the needs of all students by sharing vital information

and coordinating and maximising the use of internal resources and relevant external agencies. Students are referred for one significant concern or a combination of concerns. Referral to the SRG is made after strategies such as highly-differentiated work, the use of rewards, detentions and other behaviour support strategies, and discussions with students and their parents have already been used.

Students on the SEN register are identified as either School Support or as having an Education, Health and Care Plan. Students identified as School Support are provided with a School Support Plan which outlines their need, their objectives and advice for teachers to ensure that quality first teaching (otherwise known as Wave 1 intervention) through differentiated lessons, tasks and resources. Some students at School Support will also be supported through small group intervention, Teaching Assistant Support or involvement of external agencies- this is known as Wave 2 support. Students with an Education, Health and Care Plan (formerly a statement of SEN) receive provision at the level of their need and based on the outcomes of their plan.

SEN targets are based on the learning skills students need to make progress. These include literacy, numeracy, thinking, motor, organisational and social skills. Formal feedback from mainstream staff, on individual progress, is used to write these targets, in addition to input from the students themselves.

Support for learning needs

The staffing structure of the SEN Department includes a **SENCo, a Deputy SENCO, TA Team Leader, SEN administrator and ten teaching assistants (TAs).** The SENCo is responsible for ensuring that provision matches the needs of individual students and is responsible for the day-to-day running of the SEN department.

It is the policy at Haggerston School to provide support to students where possible within the classroom, in order to increase access to a broad and balanced curriculum and to promote inclusion. Students who have very specific needs related to literacy may receive one or two lessons each week of individual or small group tuition for a designated period of time. When this is deemed necessary the SENCo liaises with mainstream teachers to offer information and advice on how the student's needs can be accommodated within the mainstream curriculum.

It is the view of the SEN Department that its practices are inclusive of all students in the classroom and that whilst targeted students are supported by teaching assistance, the teaching assistance also provides support to other members of the class. Support staff (TAs) work more closely with target students, keeping records of their progress, but also engage with the whole class. TAs may also be assigned specific projects to help faculties to develop strategies to enhance teaching and learning at Haggerston.

Resources are allocated to students according to their level and type of need. Students with a statement of special educational needs (or an Education, Health and Care Plan), related to learning or behavioural difficulties, usually qualify for support from a special needs teacher and/or a TA either in mainstream lessons or in an individual setting.

Students without a statement may be allocated support from members of the SEN department in the mainstream classroom, generally as part of a small group. Students may also benefit from the provision of adapted learning materials in lesson, or from specialist programmes implemented outside of the lessons.

Students at School Support on the Code of Practice are supported by mainstream staff in consultation with the special needs staff; resources provided for these students may include differentiated materials.

In years 7, 8 and 9 most students with the most significant needs are educated within the Achievement Group. The Achievement Group provides a small group setting for students for the majority of their timetable and focuses on incorporating literacy and numeracy skills into the wider curriculum. In order to focus further on literacy skills, students in the Achievement Group are dis-applied from studying a Modern Foreign Language and are provided instead with an intensive literacy curriculum developed by the SEN Department. Students that make exceptional progress in the Achievement Group are offered a supported integration back into mainstream lessons.

During years 9, 10, and 11, students with an EHCP are encouraged to plan for further education or a career. This planning involves the gathering of information about relevant training courses and job opportunities. SEN staff liaise with careers officers, representatives from local colleges and training providers during the planning process. Haggerston School offers a pathway for Key Stage 4 students which does include Level 1 and/or 2 Functional Skills in English and Maths, a scientific based study and qualification, 1 GCSE option, and a range of functional skills qualifications. Students in Y11 are also able to study a range of vocational qualifications at BSix College. This provision provides a wider breadth of study than can be offered by the school, supports students in the transition to post-16 studies, and provides a tutoring programme for the students.

The SENCO works with the examinations team to provide the evidence required to support applications for Access arrangements. Please see access arrangement policy with the examination procedures.

Haggerston uses the expertise of professionals from the Hackney Learning Trust, commissioned services and other external bodies to provide further support to students, to advise staff and to increase the expertise of teaching staff. The school has links with local health services, social services and educational welfare services, and draws on the expertise offered by these bodies to meet the needs of specific students. The SEN Map attached to this document provides a further visual representation of how Haggerston supports students.

The SEN Department invites students to attend extra-curricular clubs to develop skills that will give them greater access to the National Curriculum.

Students with special needs are encouraged to engage in all of the activities of the school, and it is our expectation that they will be sufficiently supported to be able to participate in every aspect of school, including, for example, trips out of school. (Please see the school's Accessibility Plan).

Training and advice is offered to mainstream staff at Haggerston School in a number of ways. Whole school training may be organised by the SEN department; informal training may result from the liaison between SEN and mainstream teachers; regular discussion of special educational needs issues takes place within faculty meetings and information is disseminated to staff about available external courses. This training supports mainstream staff in their responsibility to set appropriate learning challenges, respond to the diversity of need within the classroom, and overcome barriers to learning and assessment

Transition

The SEN Department links closely with feeder primary schools to ensure that students on the SEN register are provided with a fully supported transition. Initial visits are made to primary schools by the SENCo, the Lower School team or a teaching assistant to meet the students and discuss any concerns they may have. Following these visits, an additional transition morning is held for SEN students and students who may be anxious about the move from the primary to secondary setting. The third phase of the transition is the Induction Day involving the full year 7 cohort for the following academic year.

Alongside this, an individual student's needs are discussed by the SENCo and primary SENCos in order to implement any additional visits, support or meetings that may be needed.

Monitoring, reporting and evaluation

The success of the education provided to students with special educational needs is evaluated regularly through reviews of SSPs and through evaluation of intervention plans and through analysis of student outcomes, including internal reports and assessment/examination results. TAs keep records of support in lessons every week, so as to be able to report on individual progress. Evaluation of intervention plans involves all staff involved in a support partnership, and students and parents/carers are involved in assessing progress made during review meetings and at parents' evenings.

Targets are set for the Special Needs Department within the Special Needs Action Plan. The Department's success in meeting these targets is reviewed annually. This review is supported by SEN specialists from Hackney Learning Trust.

Haggerston's Local Offer

With the introduction of the 2014 Special Educational Needs Code of Practice, all schools are now required to provide a Local Offer to provide parents with clarity and insight into the support that Haggerston provides for students with Special Educational Needs. Haggerston's Local Offer can be found on the school's website and was created in consultation with parents of students with Special Educational Needs. The Schools Local Offer can be found here: http://www.haggerston.hackney.sch.uk/our-school/send/

Parental Involvement

Parents/carers are encouraged to inform the SEN department, by telephone or letter, of any concerns they have about provision made at Haggerston. Parents/carers of students with a statement of special educational need or EHCP are invited to annual review meetings, and may discuss concerns more informally at meetings organised with other relevant teachers – such as the SENCo or the Achievement group teacher. Parents/carers also have an opportunity to speak directly with both special needs and mainstream teachers at parents' evenings.

The active engagement of parents/carers of students with special educational needs is seen as crucial to the development of our students. Parents/carers are encouraged to come into school to discuss special educational needs provision and the progress of their child. They are encouraged to

participate in home/school programmes of support designed for their child. Parents'/carers' views are recorded on their child's education plan.

External Agency Involvement:

Some students identified as either School Support or with an EHCP are offered the advice of outside agencies to support their learning and/or social, emotional and mental health needs. The school works with a range of agencies in order to ensure that students are able to access the intervention that is most suited to their needs. The main agencies accessed by the school are:

- **Educational Psychology Services** (Real Psychology Group): Educational Psychology Services provide assessments of student's learning and strategies to support engagement
- **Speech and Language Therapy** (Unlocking Language): Speech and Language Services are able to assess student's expressive and receptive language skills and provide small group or one-to-one intervention.
- **A Space:** A Space provide counselling and therapeutic services for some of the vulnerable students with SEMH.
- **Young Hackney:** Young Hackney provide mentoring for students with behavioural concerns, at risk of social exclusion, gang involvement or students at risk of becoming NEET.
- **Specialist Teachers:** A wide range of specialist teachers to support specific learning difficulties (ie Hearing Impairment Team, Vision Impairment Team etc)
- **Child and Adolescent Mental Health Services (CAMHS):** CAMHS are able to assess students for a wide range of mental health or social communication need. They also provide counselling services, psychiatry services and therapy for the most vulnerable students.

Haggerston School works in partnership with these services to observe, assess and implement action plans that are tailored to individual students' needs.

Support for Staff

The SEN Department provides numerous training opportunities throughout the year to enable staff to plan, implement and review support for students with Special Educational Needs. The training is delivered via the SENCo or Teacher in Charge of the Achievement Group and, where necessary, through specialist external agencies. CPD is delivered through the school's programme of Monday CPD sessions, Wednesday Micro-sessions, Twilight sessions and/or INSET days.

Staff are able to raise concerns about a student's needs through the Learning Concern Form which is designed to alert the SENCo to a specific learning concern regarding a student's progress or attainment. Staff are also able to raise a concern regarding a student's learning or behaviour through the SRG process.

Staff Sharing Meetings are also held, as directed by SRG outcomes, by the SENCo. Staff Sharing Meetings give staff the opportunity to share their concerns and successes with students who have

been identified as needing more Wave 1 (quality first teaching) support. The minutes from Staff Sharing Meetings are circulated to all subject teachers and the student's Head of School team in order to share best practice within lessons.

Appendix 1 – SEN Map

Each section is colour coded based on the area of need. The reader should start from the middle and work outwards to see how different needs are supported at Haggerston School through a graduated approach.

Teacher support and faculty support (wave 1) are interventions which describe how teachers support students in lessons. At school support, (wave 2) students will be placed on the SEN register. The External agency support section defines agencies that may be used to support the students with the highest levels of need.
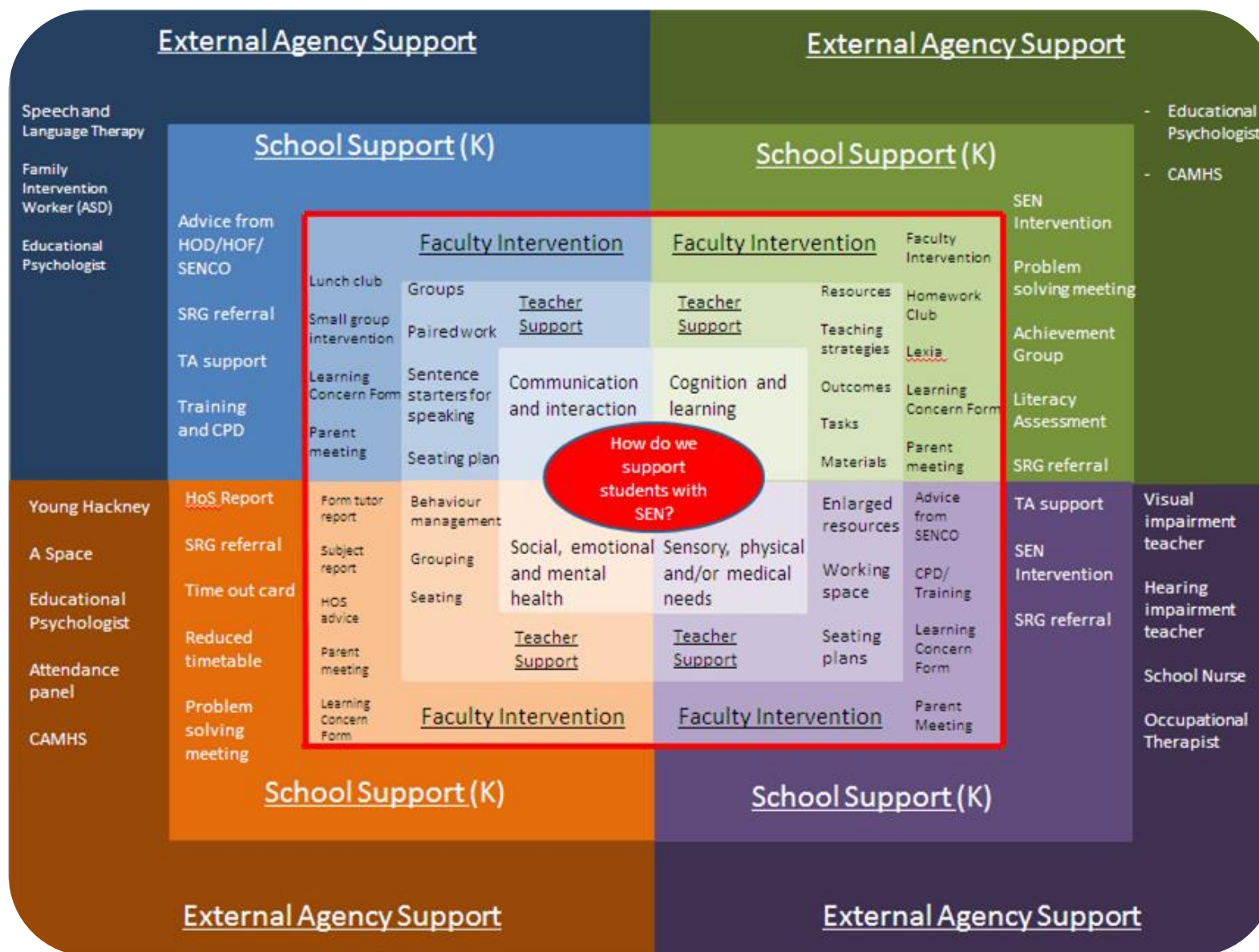
SEN Glossary of Terms

1) **General Terms**

The terms below are commonly used when talking about Learning Support / SEN provision in schools. The terms have a wide scope in meaning and interpretation, and are often used interchangeably. However, there are some distinctions and a need for accuracy – particularly in formal recording / reporting and day-to-day liaison work with parents, colleagues and other parties not necessarily as knowledgeable in this area.

Name		Brief Description
1.1	**Special Educational Needs**	A sub-section of Additional Needs referring primarily to the needs presented by students who have a Statement of SEN. Often abbreviated as SEN or 'Special Needs'.
1.2	**SEND**	Special Educational Needs and or Disabilities
1.3	**SENCO or SENCo**	Special Educational Needs Coordinator

2) **Areas of Additional Need**

The following terms can be used to break down Additional Needs into identifiable skills / deficit areas to which responses can then be directed.

Name		Brief Description
2.1	**Concentration**	Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.
2.2	**Organisational Skills**	Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.
2.3	**Speech and Language**	Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.

2.4	**Reading**	Ability to read a paragraph or more with ease and fluency.
2.5	**Spelling**	Ability to consistently spell common words and make a good attempt at unfamiliar words.
2.6	**Extended Writing**	Ability to write a correctly punctuated paragraph or more with ease and fluency.
2.7	**Handwriting**	Ability to write legibly, with ease and at a pace equivalent to peers.
2.8	**English as Additional Language**	Understanding English as a second language, acquiring new vocab etc.
2.9	**Numeracy/Maths**	Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.
2.10	**Physical/Hearing/Visual**	Ability to access all activities despite physical, hearing or visual difficulty etc.
2.11	**Social**	Forming and maintaining positive relationships, conforming to social norms etc.
2.12	**Emotional**	Showing awareness of own feelings and that of others, managing feelings, confidence etc.
2.13	**Homework/Coursework**	Ability to study independently, to produce work to deadlines etc.
2.14	**Exams**	Ability to prepare for and sit an exam without close adult support.

3) Identifiable Types of Difficulties, Conditions and Disability

With persistent additional needs, the following terms, definitions and codes for identifiable types of learning difficulties, conditions and disability are used – these are drawn from guidance. These labels are only assigned following assessment by an Educational Psychologist, Specialist Teacher, Medical Professional or other suitably qualified professional.

Name		Common Definition	ANR Code	SIMS Category
3.1	**Specific Learning Difficulties (SpLD)**	An umbrella term covering a wide range of identifiable difficulties, usually inherent, that an individual may present with. When these difficulties are clustered together, often more definitive sub-sets are used such as 'dyslexia', 'dyscalculia', 'ADHD' etc.	n/a	Specific Learning Difficulty – attach note if sub-set has been identified.

3.2	**ADHD / Attention Deficit Hyperactivity Disorder**	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity.	ADHD	Specific Learning Difficulty – *with note "Attention Deficit Hyperactivity Disorder"*
3.3	**ADD / Attention Deficit Disorder**	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming / procrastination and slower thinking through of concepts, questions etc.	ADD	Specific Learning Difficulty – *with note "Attention Deficit Disorder"*
3.4	**Attachment Disorder**	A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood.	Att	Other Difficulty / Disability – *with note "Attachment Disorder"*
3.5	**Autistic Spectrum Condition**	A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome, Pervasive Development Disorder – Not Otherwise Specified), typically including specific learning difficulties centred around limited empathy, fixated / literal thinking, limited ability to interpret language, limited ability to engage in a variety of social situations / experiences etc.	ASC	Autistic Spectrum Disorder
3.6	**Dyslexic Tendencies**	A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Students will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a clear discrepancy between literacy skills and intelligence / general ability – though students of all ability levels may have dyslexia.	DysL	Specific Learning Difficulty – *with note "Dyslexic Tendencies"*
3.7	**Dyspraxia**	A specific learning difficulty based around the brain's transmission of signals that control gross and fine motor skills – typically affecting planning of movements and co-ordination. Can also impact on language development.	DysP	Specific Learning Difficulty – *with note "Dyspraxia"*

3.8	**Dyscalculia**	A specific learning difficulty typically presenting itself in one or more of the main areas of Math / numeracy – namely use of symbols, acquiring arithmetical skills particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed.	DysC	Specific Learning Difficulty – *with note "Dyscalculia"*
3.9	**Education and Health Care plan**		EHC	
3.10	**Hearing Impairment**	Difficulties based around fully or partially reduced functioning in one or both ear's ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors, loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear.	HI	Hearing Impairment
3.11	**Irlen Syndrome**	A specific learning difficulty – commonly linked with Dyslexic Tendencies – that affects the way the brain processes visual information. This typically presents itself as an inability to read fluently and with ease, sensitivity to light and sensitivity to colour combinations (varying according to each individual).	Irlen	Specific Learning Difficulty– *with note "Irlen Syndrome"*
3.12	**Moderate Learning Difficulties**	Definitions of Moderate Learning Difficulties vary. However, a common understanding is that there must be substantial difficulties (3+ years below standard progress) in two or more of the following areas: literacy, numeracy, speech and language, social skills, memory, concentration – typically in conjunction with an exceptionally low score on an individual test of intelligence and notable low self-esteem / independence in learning.	MLD	Moderate Learning Difficulty
3.13	**Oppositional Defiant Disorder**	A psychological condition presenting itself as an ongoing pattern of disobedient, hostile, defiant and deliberately subversive behaviour toward authority figures / systems of authority which goes beyond the bounds of normal childhood behaviour. Often linked with ADHD and can	ODD	Other Difficulty / Disability – *with note "Oppositional Defiant Disorder"*

		develop into other more severe conditions such as Conduct Disorder.		
3.14	**Physical Difficulty**	Difficulties based around a full or partially reduced muscular-skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury.	PD	Physical Difficulty
3.15	**SEMH / Social, Emotional and Mental Health**	A range of difficulties typically presenting as exceptional limitations in an ability to recognise and manage emotions linked in with a persistent inability to engage constructively in a variety of social situations / experiences etc.	BESD	Social, Emotional and Mental Health
3.16	**Speech, Language and Communication Needs**	A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language for socially and learning.	SLCN	Speech Language or Communication Need
3.17	**Teaching Assistants**		TA's	
3.18	**Visual Impairment**	Difficulties based around fully or partially reduced functioning in one or both eye's ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye.	VI	Visual Impairment

The following two areas are not classed as a learning difficulty, condition or disability but are a formally identifiable area of need.

3.19	**English as an Additional Language**	Referring to students who were born in Britain for whom English is not the first language as home <u>and</u> for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over).	EAL	Other Difficulty / Disability – *with note "EAL"*

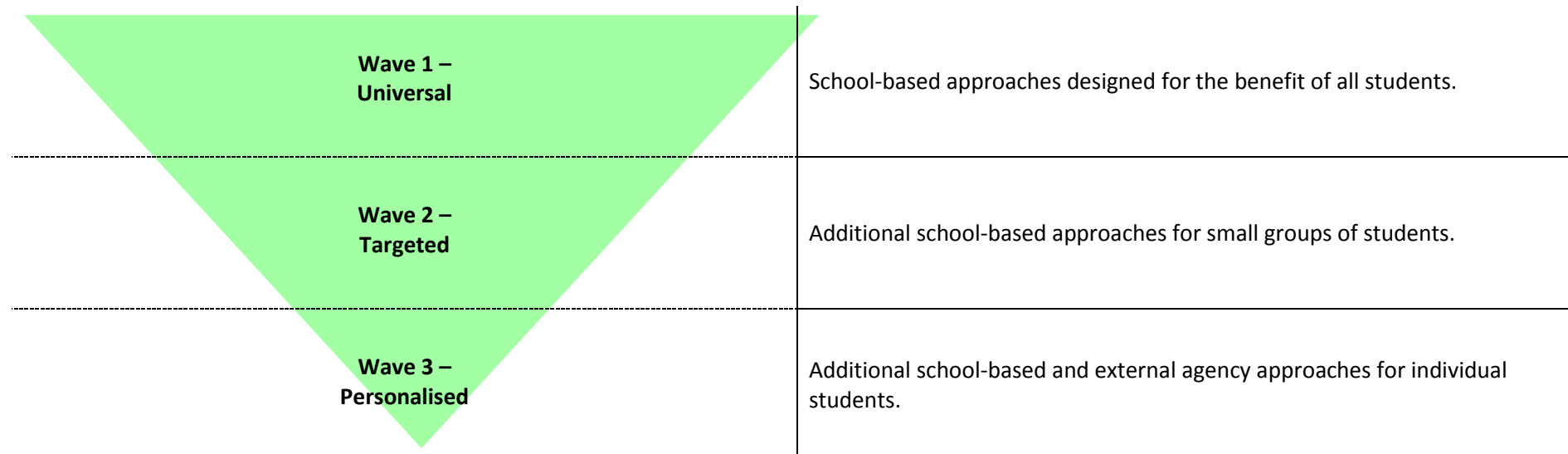|				
3.20	**Medical Needs**	Refers specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum.	Med	Other Difficulty / Disability – *with a note naming medical condition*

4) Levels of Response

In line with the SEN Code of Practice, schools are to provide graduated responses to additional needs within the student population. These are briefly described below:

Type		Description	ANR Code	SIMS Code
4.1	**Monitoring**	Students who are viewed to be at substantial risk of not making adequate progress – but are currently making adequate progress through universal / Wave 1 responses and are reported to have no immediate foreseeable difficulties– are placed in the 'Monitoring' category	M	n/a
4.2	**School Support**	Students who are not making adequate progress but with a mix of Wave 1 and Wave 2 responses are expected to narrow the gap are placed in the 'SEN support' category. Students who are not making adequate progress despite receiving targeted / incidental support and access to interventions through SEN support – but through Wave 2 and Wave 3 responses are expected to narrow the gap between their academic performance and peers within approximately six further academic terms.	K	K
4.4	**Referred for a Statement of SEN → Education, Health and Care Plan (EHC)**	Students with a higher level of need, who through agreement of parent/carer, leadership team and external agencies (including specialists) are referred for Statutory Assessment with a view to acquiring a Statement of Special Educational Needs – this process can take up to three academic terms to complete and during this time, SEN support classification and measures continue to apply.		

4.5	**Statement of SEN → Education, Health and Care Plan (EHC)**	Students who have an active Statement of Special Educational Needs outlining statutory action to be implemented by the school and external agencies will be placed in this category.	E	E

The graduated response detailed above broadly mirrors the model outlined below. Therefore sometimes these terms are used interchangeably.

Wave 1 – Universal	School-based approaches designed for the benefit of all students.
Wave 2 – Targeted	Additional school-based approaches for small groups of students.
Wave 3 – Personalised	Additional school-based and external agency approaches for individual students.

5) Core Practices and Processes

There are a number of core practices and processes that are undertaken in order to identify, respond to and review additional and special educational needs within schools.

Practice / Process		Description
5.1	**Access Arrangements**	Additional support for students sitting exams / controlled assessments.

5.2	**Additional Needs Register**	A document holding information on all students identified as having additional needs.
5.3	**Annual Review**	A legally-binding yearly review of needs and support arrangements for a student with a Statement of SEN. Involves written reports and a meeting between all relevant parties.
5.4	**Common Assessment Framework (CAF)**	An assessment process, through completion of a CAF form, used by the school when referring to external agencies and designed to be used across the childcare workforce throughout England. Introduced as part of the 'Every Child Matters' initiative.
5.5	**Health Care Plan**	A document holding information on a student's medical needs with advice on responses where necessary.
5.6	**In-class Support**	Strategies and additional staffing put in place to ensure the inclusion and achievement of a student or group of students in the mainstream classroom.
5.7	**Internal Report**	A report completed by teachers / support staff to inform an Annual Review.
5.8	**Intervention**	Small group or individual programmes of study for students with identified additional needs.
5.10	**Round Robin**	A snapshot report completed by a student's subject teachers then collated by Learning Support to build up a full picture of a student's support needs.
5.11	**School Support Plan (SSP)**	A document to plan and record actions being undertaken to meet the additional needs of a student.
5.12	**Statutory Assessment**	Assessment of a student's needs undertaken by the school, educational psychologist and Local Authority to determine whether a Statement of SEN Is required.
5.13	**Student Referral Group (SRG)**	A panel of staff (SENCo, Head of School, Year Leaders and Assistant Head of School) that meet weekly to discuss students receiving, or in need of, wave 2 or 3 intervention.
5.13	**Statement of SEN → Education, Health and Care Plan (EHC)**	A legally-binding document outlining funding and provision to be implemented by the school and other agencies in support of a young person.

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