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## STATUTORY INSTRUMENTS

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2001 No. 2218

### EDUCATION, ENGLAND

#### **The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001**

<i>Made</i> . . . . .	16th June 2001
<i>Laid before Parliament</i> . . . . .	19th June 2001
<i>Coming into force</i> . . . . .	1st September 2001

In exercise of the powers conferred on the Secretary of State by sections 29(5), and 569(4) and (5) of the Education Act 1996(a) the Secretary of State hereby makes the following Regulations:

#### **Citation, commencement, interpretation and extent**

1.(1) These Regulations may be cited as the Special Educational Needs (Provision of Information by Local Education Authorities)(England)Regulations 2001 and shall come into force on 1<sup>st</sup> September 2001.

(2) In these Regulations-

“health authority” has the same meaning as in the National Health Service Act 1977(b);

“social services authority” means a local authority for the purposes of the Local Authority Social Services Act 1970(c) acting in the discharge of such functions as are referred to in section 1A of that Act, and

“statement” means a statement of special educational needs made under section 324 of the Education Act 1996.

(3) These Regulations apply only in relation to England.

(4) Nothing in these Regulations applies in relation to-

(a) nursery schools, or

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(a) 1996 c.56.

(b) 1977 c.49; amended by the Health Authorities Act 1995 (c.17) and the Health Act 1999 (c.32).

(c) 1970 c.42; section 1A was inserted by the Local Government Act 2000 (c.22), section 102(3).

- (b) children under compulsory school age.

### **Publication of information**

2. A local education authority shall-

- (a) publish information about the matters set out in the Schedule to these Regulations in accordance with regulation 3(1), (2) and (3);
- (b) keep that information under review, and
- (c) where there is a significant change in any of that information, revise the information accordingly and publish the revised information in accordance with regulation 3(5).

### **Manner of publication of information**

3.-(1) The local education authority shall publish the information referred to in regulation 2(a) by –

- (a) providing a written copy of the information to any health authority or social services authority which in the opinion of the local education authority has an interest in that information;
- (b) making the information available on a website which the authority maintain on the Internet, and
- (c) providing a written copy of the information to any person on request.

(2) The information about the matters set out in paragraph 1 of the Schedule to these Regulations shall be published on or before 1<sup>st</sup> April 2002.

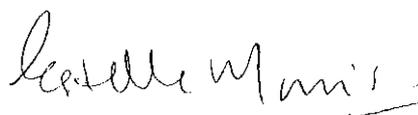
(3) The information about the matters set out in paragraphs 2 and 3 of the Schedule to these Regulations shall be published on or before 31<sup>st</sup> July 2002.

(4) Any information to be published pursuant to regulation 2(c) shall be published by the local education authority as soon as reasonably practicable after a revision has been made by -

- (a) providing the revised information to a health authority or social services authority previously provided with information by the local education authority pursuant to regulation 3(1)(a);
- (b) updating the website maintained by the authority on the Internet to display the revised information, and
- (c) notifying the maintained schools in the authority's area of the revisions by post or by electronic communication.

(5) Information published in accordance with this regulation shall be published free of charge.

6/6/01 June 2001



Secretary of State,  
Department for Education and Skills.

## SCHEDULE

*Regulation 2*

### INFORMATION TO BE PROVIDED BY LOCAL EDUCATION AUTHORITIES

1. An explanation of that element of special educational provision for children with special educational needs (but without statements) which the local education authority expect normally to be met from maintained schools' budget shares and that element of such provision that the authority expect normally to be met by the authority from funds which it holds centrally.
2. The broad aims of the local education authority's policy in respect of children with special educational needs together with information about the action the authority is taking to-
  - (a) promote high standards of education for children with special educational needs;
  - (b) encourage children with special educational needs to participate fully in their school and community and to take part in decisions about their education;
  - (c) encourage schools in their area to share their practice in making special educational provision for children with special educational needs, and
  - (d) work with other statutory and voluntary bodies to provide support for children with special educational needs.
3. The general arrangements made by the local education authority, including any plans, objectives and timescales, for-
  - (a) identifying children in their area with special educational needs;
  - (b) monitoring the admission of children with special educational needs (whether or not those children have a statement) to maintained schools in their area;
  - (c) organising the assessment of children's educational needs pursuant to section 323 of the Education Act 1996 in the local education authority's area including any local protocols for so doing;
  - (d) organising the making and maintaining of statements in their area including any local protocols for so doing;
  - (e) providing support to schools in their area with regard to making special educational provision for children with special educational needs;
  - (f) auditing, planning, monitoring and reviewing provision for children with special educational needs in their area, both generally and in relation to individual children;

- (g) securing training, advice and support for staff working in their area with children with special educational needs, and
- (h) reviewing and updating the arrangements referred to in sub-paragraphs (a) to (g).

**EXPLANATORY NOTE**  
*(This note is not part of the Regulations)*

These Regulations place a duty on local education authorities to publish information about matters relating to the provision of education for children with special educational needs.

In particular they are required to publish an explanation of the that part of special educational provision that they expect maintained schools to fund from their budget shares, and that element that the authority expect to fund themselves.

They must also publish information about the broad aims of their policy on special educational needs, as well as specific action the authority is taking on special educational needs issues.

1999 No. 2506

**EDUCATION, ENGLAND**

**The Education (Special Educational Needs) (Information)  
(England) Regulations 1999**

*Made* - - - - - *2nd September 1999*

*Laid before Parliament* *8th September 1999*

*Coming into force* *1st October 1999*

In exercise of the powers conferred on the Secretary of State by sections 317(5) and 569(4) and (5) of the Education Act 1996(a) and sections 92(3) and (6) and 138(7) and (8) of the School Standards and Framework Act 1998(b), the Secretary of State for Education and Employment hereby makes the following Regulations.

**Citation, commencement, extent and revocation**

1.—(1) These Regulations may be cited as the Education (Special Educational Needs) (Information) (England) Regulations 1999 and shall come into force on 1st October 1999.

(2) These Regulations apply only in relation to England.

(3) The Education (Special Educational Needs) (Information) Regulations 1994(c) shall be revoked in relation to England.

**Interpretation**

2. In these Regulations—

“the 1996 Act” means the Education Act 1996;

“the 1998 Act” means the School Standards and Framework Act 1998;

“maintained school” means a community, foundation or voluntary school;

“maintained special school” means a community or foundation special school; and

“statement” means a statement of special educational needs within the meaning of section 324(1) of the 1996 Act.

**Publication of information about special educational needs**

3.—(1) The governing body of every maintained school shall publish information about the matters set out in Schedule 1.

(2) The governing body of every maintained special school, other than one established in a hospital, shall publish information about the matters set out in Schedule 2.

(3) The governing body of every maintained special school which is established in a hospital shall publish information about the matters set out in Schedule 3.

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(a) 1996 c. 56. By virtue of S.I. 1999/672 the powers conferred by these sections are exercisable by the Secretary of State only in relation to England. Section 317(5) is amended by paragraph 74(6) of Schedule 30 to the School Standards and Framework Act 1998. For the meaning of “prescribed” and “regulations” see section 579(1).

(b) 1998 c. 31. By virtue of S.I. 1999/672 the powers conferred by these sections are exercisable by the Secretary of State only in relation to England. For the meaning of “prescribed” and “regulations” see section 142(1).

(c) S.I. 1994/1048.

**Manner of publication of information**

4.—(1) The information referred to in regulation 3 shall be published in a single document by making copies available free of charge—

(a) for distribution—

(i) to parents of pupils or prospective pupils, and

(ii) to the local education authority and District Health Authority for the area in which the school is situated,

who or which request a copy at the school or through the post; and

(b) for reference at the school.

(2) The first occasion on which copies of the document referred to in paragraph (1) above are made available in accordance with that paragraph shall be no later than 1st November 1999.

**Publication of information—supplementary**

5. Where the information referred to in regulation 3 is to be published by the local education authority with the agreement of the governing body pursuant to section 92(5) of the 1998 Act it shall be supplied to them by the governing body and shall be published without material alteration.

2nd September 1999

*Jacqui Smith*  
Parliamentary Under Secretary of State,  
Department for Education and Employment

**INFORMATION FROM MAINTAINED SCHOOLS****Basic information about the school's special education provision**

1. The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.
2. The name of the person who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school (whether or not the person is known as the SEN co-ordinator).
3. The arrangements which have been made for co-ordinating the provision of education for pupils with special educational needs at the school.
4. The admission arrangements for pupils with special educational needs who do not have a statement in so far as they differ from the arrangements for other pupils.
5. The kinds of provision for special educational needs in which the school specialises and any special units.
6. Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.

**Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs**

7. How resources are allocated to and amongst pupils with special educational needs.
8. How pupils with special educational needs are identified and their needs determined and reviewed.
9. Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum).
10. How pupils with special educational needs engage in the activities of the school together with pupils who do not have special educational needs.
11. How the governing body evaluate the success of the education which is provided at the school to pupils with special educational needs.
12. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

**Information about the school's staffing policies and partnership with bodies beyond the school**

13. Any arrangements made by the governing body relating to in-service training for staff in relation to special educational needs.
14. The use made of teachers and facilities from outside the school including links with support services for special educational needs.
15. The role played by the parents of pupils with special educational needs.
16. Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.
17. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

## **SCHEDULE 2**

Regulation 3(2)

### **INFORMATION FROM MAINTAINED SPECIAL SCHOOLS**

#### **Basic information about the school's special educational provision**

1. The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.

2. The kinds of special educational needs for which provision is made at the school.

3. Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

#### **Information about the school's policies for the assessment and provision for all pupils with special educational needs**

4. How resources are allocated amongst pupils.

5. How the needs of pupils are identified and reviewed.

6. Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum).

7. How the governing body evaluate the success of the education which is provided at the school to pupils.

8. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils concerning the provision made at the school.

#### **Information about the school's staffing policies and partnership with bodies beyond the school**

9. Any arrangements made by the governing body relating to in-service training for staff in relation to special educational needs.

10. The use made of teachers and facilities from outside the school including the links with support services for special educational needs.

11. The role played by parents of pupils.

12. Any links with other schools, and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.

13. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.

## **SCHEDULE 3**

Regulation 3(3)

### **INFORMATION FROM SPECIAL SCHOOLS IN HOSPITALS**

1. The name of the person who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school (whether or not the person is known as the SEN co-ordinator).

2. How pupils with special educational needs are identified and their needs determined and reviewed.

3. How resources are allocated to and amongst pupils with special educational needs.

4. How the educational progress of pupils with special educational needs is monitored.

5. How the contents of a pupil's statement are ascertained and made known to staff.
6. The arrangements for ensuring continuity of the educational provision set out in a pupil's statement differentiating where necessary between long stay and short stay patients.
7. Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum.
8. The use made of teachers and facilities from outside the school including links with support services for special educational needs.

## **EXPLANATORY NOTE**

*(This note is not part of the Regulations)*

These Regulations, which come into force on 1st October 1999 and apply only to England, make provision for the publication of information about matters relating to the provision of education for pupils with special educational needs in their schools by the governing bodies of maintained schools.

The Regulations replace the Education (Special Educational Needs) (Information) Regulations 1994, which are revoked in relation to England.

The Regulations refer to the new categories of maintained schools in the School Standards and Framework Act 1998. They also remove the requirement to deal with the implementation of the school's SEN policy in the governors' annual report which is now dealt with by the Education (Governors' Annual Reports) (England) Regulations 1999 (S.I. 1999/2157). Otherwise there are no changes of any substance from the 1994 Regulations.

# Glossary

These definitions relate to terms used in the Code. In the case of terms defined in legislation, the definitions given here are simplified and the full legal definitions can be found in the legislation referred to.

**Annual review:** the review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

**British Educational Technology and Communications agency (BECTa):** BECTa is a Government-funded agency that promotes information communications technology and its use to support the Government's efforts to raise standards in curriculum subjects, in the teaching of key skills, in institutional effectiveness, and in the development of lifelong learning. BECTa is responsible for developing the National Grid for Learning (NGfL). Further information on information technology for children with special educational needs may be obtained from BECTa at Milburn Hill Road, Science Park, Coventry, CV4 7JJ. Telephone: 0247 641 6994. Websites: *inclusion.ngfl.gov.uk* and *www.becta.org.uk*

**Carer:** for the purpose of this Code, a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because they have care of the child (see the definition of Parent below). If so, they will have a role to play in the consideration of a child's special educational needs.

**Child protection register:** in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues.

**Children 'in need':** a child is deemed to be 'in need' if:

- they are unlikely to achieve and maintain, or do not have the opportunity to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or
- their health and development are likely to be significantly impaired, or further impaired, without provision made by the local authority; or
- they are disabled. (Section 17(10))Children Act 1989)

**Children's Guardian:** Children's guardians are appointed by the court under section 41 of the Children Act 1989 as part of care and related proceedings to safeguard the welfare of the child.

**City Academies:** CAs were introduced in 2000 as publicly funded independent schools with private or voluntary sector sponsors intended to replace existing secondary schools or provide new secondary school places in disadvantaged urban areas. The legal basis for City Academies is set out in sections 482, 483 and 483A of the Education Act 1996 (as amended by the Learning and Skills Act 2000).

**City Technology Colleges:** CTCs are independent all-ability, non fee-paying schools for pupils aged 11-18. Their purpose is to offer pupils of all abilities in urban areas across England the opportunity to study successfully a curriculum geared, with the help of

private sector sponsors, towards the world of work. CTCs are also encouraged to innovate in the development, management and delivery of the curriculum.

**Connexions Service:** The service provides a single point of access for *all* 13 – 19 year olds to help them prepare for the transition to work and adult life.

**Connexions Personal Advisers (PAs):** provide a universal information, advice and guidance service for all young people 13 – 19 years when and where they need it – whether they are at school, in further education, in or out of work.

**Disagreement Arrangements:** All LEAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and the LEA or a school. They must include an independent element. They are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using these arrangements is voluntary and does not in any way affect a parents right to appeal to the SEN Tribunal.

**Disapplication:** removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these including entire subjects or the entire National Curriculum through relevant regulations. (See also **Modification**, below.)

**Early education practitioners:** all the adults who work with children in early education settings, whatever their qualifications.

**Early education settings:** providers in receipt of government funding to deliver early education including – maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority daycare providers such as day nurseries and family centres, other registered daycare providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited childminders working as part of an approved National Childminding Association network.

**Early learning goals:** expectations in each of the six areas of learning for most children to reach by the end of the foundation stage.

**Early Years Action:** when the early education practitioner who works day-to-day with the child or the SENCO identify that a child has special educational needs together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An IEP will usually be devised.

**Early Years Action Plus:** when the early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the child through *Early Years Action* can be put in place. A new IEP will usually be devised.

**Early Years Development and Childcare Partnerships:** Every LEA is required to establish an early years development partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans.

**Education supervision order:** an order that LEAs, under section 36 of the Children Act 1989, can apply for a child of statutory school age who is not being properly educated to

be put under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

**Education Welfare Officer:** person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance. In some LEAs Education Welfare Officers are known as Education Social Workers.

**Foundation stage:** the foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in year 1, when programmes of study for key stage 1 are taught.

**Graduated approach:** a model of action and intervention in schools and early education settings to help children who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

**Group Education Plan:** where pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than IEPs for each child.

**Independent Parental Supporter:** a person to whom all parents should have access, if they so wish. The Independent Parental Supporter must be someone who can support parents for example by attending meetings, encouraging parental participation, and helping the parent understand the SEN framework. Independent means someone independent of the decision making process that determines the type and level of support for a child with special educational needs. Independent Parental Supporters will often be someone from a voluntary organisation, a parent partnership service, another parent or a friend.

**Independent school:** a school that is not maintained by a local education authority and is registered under section 464 of the Education Act 1996. Section 347 of the Education Act 1996 sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with statements of special educational needs.

**Individual Education Plan:** The IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class. The interventions will be provided Early Years Action, *Early Years Action Plus*, *School Action*, *School Action Plus* and statements of SEN.

**Learning Mentors:** school staff who work with teaching and pastoral staff to assess, identify and work with those pupils who need extra help to overcome barriers to learning inside and outside school. They are a single point of contact for accessing specialist support services, such as the Social Services, Youth Services, Education Welfare Services etc..

**Learning support assistant (LSA):** a widely used job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities. An LSA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her. Some assistants specialising in SEN may also be known by titles other than LSA as these matters are decided locally. LSAs are one of a group of assistants coming within the broader DfES classification of “teaching assistant”.

**Maintained school:** for the purposes of this Code, schools maintained by a local education authority – any community, foundation, voluntary schools, community special and foundation special schools.

**Modification:** amendment or alteration of a programme of study, attainment target, assessment or any other component of the National Curriculum in order to give the child access to that area of the Curriculum (see also **Disapplication** and National Curriculum **Inclusion statement**).

**Named LEA Officer:** the person from the LEA who liaises with parents over all the arrangements relating to statutory assessment and the making of a statement. LEAs must inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child.

**National Curriculum:** this sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**National Curriculum Inclusion statement:** A detailed overarching statement on Inclusion is included in the National Curriculum; it makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be. It includes modification of the National Curriculum.

**National Literacy and Numeracy Strategies:** the literacy and numeracy strategies were introduced in September 1998 and 1999 respectively to raise standards of literacy and mathematics. Primary schools are now teaching a dedicated daily Literacy Hour and daily mathematics lesson.

The KS3 Strategy is being introduced to raise standards in all schools with KS3 pupils through new teaching and learning programmes for English, mathematics, ICT, science and in the Foundation subjects

**Note in lieu:** a note that may be issued to the child’s parents and school when, following a statutory assessment, the LEA decide not to make a statement. The note should describe the child’s special educational needs, explain why the LEA does not think it necessary to make a statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the note sent to the parents and, with their consent, should also be sent to the child’s school.

**Non-maintained special school:** schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

**Occupational therapy:** Occupational therapy is the use of purposeful activity and play to help a child attain maximum levels of functional performance, thus gaining self-esteem and independence. Motor, sensory, perceptual, social, emotional and self-care skills are assessed. Working with the child, parents and teachers, occupational therapists use therapeutic techniques (advising on equipment and environment adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

**OFSTED – Office for Standards in Education;** a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) forms their professional arm.

**Parent** – under section 576 of the Education Act 1996 a parent includes any person who is not a parent of the child but has parental responsibility (see also Parental Responsibility), or who cares for him.

**Parental responsibility:** under section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced);
- mothers who were not married to the father at the time of the child's birth; and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.

Under section 12 of the Children Act 1989 where a court makes a residence order in favour of any person who is not the parent or guardian of the child that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department (SSD) designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The SSD cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection Order is in force under Section 44 of the Children Act 1989.

Parental responsibility is defined under section 3(1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.

**Parent Partnership Services:** provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education. Although funded by the local education authority they provide a service to parents and are often either run at arms length from the authority or by a voluntary organisation to ensure parents have confidence in them.

**Portage:** planned, home-based educational support for pre-school children with special educational needs. LEAs usually provide Portage services. The Portage service is named after the town of Portage, Wisconsin, USA. There is an active and extensive network of Portage services in the UK developed by the National Portage Association, which provides a Code of Practice and accredited training.

**Physiotherapy:** physiotherapy is a health care profession that emphasises the use of physical approaches in the promotion, maintenance and restoration of an individual's physical, psychological and social well-being. Following assessment, a treatment plan is developed in partnership with the client/carers; this plan is constantly evaluated to ensure that it is effective and relevant to the individual's changing circumstances and health status.

**Pupil Referral Unit:** any school established and maintained by a local education authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would not otherwise receive suitable education because of illness, exclusion or any other reason. Further details are given in DfEE Circular 11/99 Chapter 6.

**Responsible Person:** the head teacher or the appropriate governor, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The LEA must inform the responsible person when they conclude that a pupil at a school has SEN. The responsible person must then ensure that all those who will teach the child know about the child's SEN.

**SCE:** Service Children's Education. The SCE oversees the education of UK service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on SCEA and UK schools.

**School Action:** when a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. An IEP will usually be devised.

**School Action Plus:** when the class or subject teacher and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the pupil through *School Action* can be put in place. The SENCO usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher. A new IEP will usually be devised.

**SEN coordinator (SENCO):** member of staff of a school or early education setting who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

**SEN Tribunal:** an independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against LEA decisions on assessments and statements. The Tribunal's decision will be binding on both parties to the appeal.

**Special school:** a school which is specially organised to make special educational provision for pupils with special educational needs. Special schools maintained by the LEA comprise of community special schools and foundation special schools, and non maintained special schools are approved by the Secretary of State under section 342 of the Education Act 1996.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

**Temporary Disapplication:** A maintained school must provide access to the National Curriculum for all pupils on the school's register including those being taught temporarily at home, in a hospital school or in a pupil referral unit. Where it is impossible or inappropriate to offer these pupils the full National Curriculum, aspects may be disappplied through a general direction or a special direction if a statement is being considered or amended. Head teachers have considerable discretion over directions for temporary disapplication but should only consider a direction where pupils' present circumstances or conduct mean that they cannot fully participate and benefit from the National Curriculum. Disapplication should be limited to those aspects of the National Curriculum that are inappropriate for the pupil.

**Transition Plan:** a plan devised following the year 9 annual review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

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