

*Information Report*

# Methodist Communication Resource

*A specialist provision for pupils with complex  
communication and interaction needs*

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## Vision

Methodist Resource helps children, who have complex needs, to develop learning and skills so that when they grow up they can:

- Get the best qualifications possible
- Live independent lives
- Have a job that they are happy with
- Function in society
- Have friends and relationships
- Be safe

Methodist Resource aims for children to move on to other appropriate schools. This may be a local mainstream school. It may be a specialist SEN school or school with a communication resource.

## Curriculum & Learning

<p>What curriculum is provided?</p>	<p>All children get a curriculum that reflects their needs.</p> <ul style="list-style-type: none"> <li>• This may be fully included in mainstream classes.</li> <li>• It may be fully in the resource.</li> <li>• It may be a mix of both mainstream classes and resource classes.</li> </ul> <p>Planned by a teacher, English and maths lessons take into account what the pupil has already learned and what we want them to achieve next.</p> <p>Social skills development is on the timetable. This may include:</p> <ul style="list-style-type: none"> <li>• Music interaction</li> <li>• Social skills groups (e.g. <i>Socially Speaking, Time to Talk</i>)</li> <li>• Barrier games</li> <li>• Turn taking activities in subject lessons (e.g. Three in a Row activity in literacy)</li> <li>• Simple board games (e.g. Connect 4, Tumbling Monkeys, Guess Who)</li> <li>• Reverse Inclusion (these are sessions that include mainstream pupils in resource lessons and usually incorporate collaboration and turn taking (e.g. making kites))</li> <li>• Paired play (e.g. resource children helping younger children to play)</li> <li>• An afternoon playtime</li> </ul>
<p>What does learning in the resource look like?</p>	<p>Children learn English and Maths in a morning.</p> <p>Afternoons include foundation subjects (e.g. geography, art) as well as social skills interventions such as music interaction.</p> <p>Lessons have a very high degree of predictability, routine and structure.</p> <p>Lessons are broken down into 3-5 smaller tasks.</p>

	<p>Children earn rewards for completing the whole lesson. They identify one reward from the 'Choose Book' at the start of the lesson. When they have finished their learning, they then get their reward ("Choose time").</p>
<p>What does learning in the mainstream lessons look like?</p>	<p>Lessons are as you would expect from mainstream lessons.</p> <p>The resource child is likely to have some specialist support (e.g. learning support assistant who is specialist in ASD). The child will also have access to the mainstream class teacher. This support will not necessarily be 1:1, nor full time. The level of support depends on the child's needs.</p> <p>The timetable may be adjusted to allow for interventions and rewards (e.g. a child may have 'choose time' for the last 20 minutes of the day, or an extra afternoon playtime to allow him/her a movement break).</p>
<p><b>Assessment</b></p>	
<p>How are children assessed?</p>	<p>Children are assessed every day. This does not mean they are tested every day. The assessments are normally us spotting what they can or cannot do in their work and play.</p> <p>We use on-going assessment to assess children. This is when we compare the child's work to nationally published grids. This tells us what the child needs to learn next. It also helps us to know the level the child is working at and how fast they are making progress.</p> <p>Some pupils are managing their anxieties so well that they can complete a test. This gives us information about how fast they are making progress. The tests are known as <i>optional SATs tests</i> or <i>SATS tests</i>.</p>
<p>What do you do with the assessment information?</p>	<p>Teaching staff look at the assessment progress of each child.</p> <p>Our assessments help us to decide how we can best teach and support each child.</p>

	<p>Recent examples of assessment of how we have done this include:</p> <ul style="list-style-type: none"> <li>• moving a child on to adding larger multiples of ten</li> <li>• providing further reinforcement of CVC words</li> <li>• having a higher expectation of how much writing a child is asked to write in order to get his reward</li> <li>• giving a child more space when they become anxious</li> <li>• teaching a child about the 'Angryosaurus' to help them to better understand their emotions</li> </ul> <p>The Head Teacher &amp; leadership team of Methodist Junior &amp; Infant School monitor the progress of individual children.</p> <p>Managers in Wakefield Council's Communication, Interaction &amp; Access Team monitor the progress of individual children.</p> <p>The Head of the Special Educational Needs Support Service has an overview of pupil progress compared to targets.</p> <p>Parents are formally informed of a child's assessments each year. This happens via the school report and the child's Annual Review. However, parents can discuss assessment at any time with the Teacher in charge.</p>
<p>What about Y6 SATs?</p>	<p>We aim for our children to take the Y6 SATs tests.</p> <p>The decision for a Y6 child to take the test or not is made based on the child's SEN. Typically, pupils sitting SATs may do so in a separate room, with a familiar adult present and a reward to look forward to when they have finished.</p>
<p><b>Staffing &amp; Support</b></p>	
<p>How many staff do you have?</p>	<p>This depends on the number of children currently placed at the resource.</p>

	<p>The resource typically has a Teacher in charge, two senior support staff and a small team of specialist teaching assistants.</p>
<p>Do children get 1:1 support?</p>	<p>Most children who come to the resource have had a large amount of statement (or EHC) top up funding at their previous school (for example £5,500 top up).</p> <p>At their previous school, this top up has often been used to provide a very high level of support from a teaching assistant (parents sometimes talk about this as 'having a 1:1').</p> <p>Resource staffing does not provide all children with full time 1:1 support. All children have some 1:1 time, but support is normally provided on a 1:2 or 1:3 ratio.</p> <p>We find that the structures, environment and specialist staff of the resource, helps the children to have more independence and so be more free from full time 1:1 support.</p> <p>The level of support is decided by the complexities of each child's (and group of children's) special needs.</p>
<p>Have the staff been trained?</p>	<p>Yes. Our Teacher-in-charge has a post-graduate degree in Speech Language and Communication Needs.</p> <p>All teaching and support staff have had training on</p> <ul style="list-style-type: none"> <li>• Autistic spectrum disorders</li> <li>• Speech, language &amp; communication needs</li> <li>• Social skills</li> <li>• Social stories</li> <li>• Safeguarding &amp; child protection</li> <li>• Attachment difficulties</li> <li>• Behaviour management</li> <li>• Physical intervention</li> <li>• First Aid</li> </ul>

	<p>Individual members of staff are trained and experienced in a range of other areas and interventions. If there is a specific area you would like to know about, please ask.</p>
<p>Who is the SENCo?</p>	<p>The Teacher in Charge fulfils the role of SENCo for the pupils in the resource provision.</p> <p>The mainstream school also has a SENCo. The Teacher in charge liaises with the mainstream school SENCo about access to mainstream classes.</p>
<p>Do you use the expertise of other specialists?</p>	<p>First of all, we try strategies and interventions that we already know and have worked for other children with similar needs. Often, this works very well.</p> <p>However, we do also engage other specialist professionals where we have concerns that we should better meet the needs of a child.</p> <p>We liaise with the following services</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service (EPS)</li> <li>• Occupational Therapists (OT)</li> <li>• Speech &amp; Language Therapists (SALT)</li> <li>• Social Care</li> <li>• CAF Team</li> <li>• School Transport</li> </ul> <p>We liaise with other external agencies from time to time depending on the individual needs of the pupils, for example:</p> <ul style="list-style-type: none"> <li>• Paediatricians</li> <li>• CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>• School Nursing Teams</li> <li>• Targeted Youth Support (TYS)</li> <li>• Physiotherapists</li> <li>• School Exclusions Team</li> </ul>

- Behaviour Support Service (BSS)

### Strategies and Interventions

What strategies are used to support children?

*The strategies used depend on the individual needs of a child. This list gives some examples of what we have provided to current children.*

*Different strategies are right for different children.*

#### General Strategies

- Use of reduced language
- Use of a visual timetable for both lessons and lunchtimes.
- Visual approaches to support language development and comprehension, as well as curriculum access and positive behaviours.
- Efforts taken to remove ambiguity from school rules.
- Worksheets planned/modified to avoid overstimulation.
- Adaptations to school homework policy.
- Opportunity to take register/messages to school office (NB: there is one legal register for the resource, but additional registers are used for separate classrooms so that more pupils can have jobs & responsibility).

#### English

- Daily small group English lessons to prepare the child for returning to mainstream classes, with learning personalised to accelerate progress.
- A very high level of structure, routine and predictability in English lessons.
- Daily access to word and sentence level tasks to improve phonic and high frequency word skills, as well as their application in grammatically simple sentences.
- Daily access to mazes and/or threading activities and/or jigsaws to improve fine motor control.
- Opportunities, via a workstation, to access independent literacy tasks.
- Daily comprehension activities, differentiated to facilitate independent working.
- Weekly comprehension activities, with adult support.
- Daily 1:1 reading with a member of support staff (5-10 minutes).

- Access to daily SATs practice questions, selected to best meet individual pupil need, differentiated to manage the speech & language demands of questions.
- Regular story time to develop comprehension and listening skills.
- Daily *Tuderescu: Write from the Start* Intervention.
- Regular handwriting sessions, with tasks personalised to individual need.
- Formative assessment of handwriting/fine motor skills.

### **Maths**

- Daily small group maths lessons to prepare the child for returning to mainstream classes, with learning personalised to accelerate progress.
- A very high level of structure, routine and predictability in maths lessons.
- Staff understanding of the language demands of AT4 (Understanding and Applying) and lessons planned to account for this via differentiation.
- Opportunities, via a workstation, to access independent maths tasks.
- Daily practice of SATs questions, differentiated to adjust language demands of curriculum.

### **Science & Foundation Curriculum**

- A significantly modified and differentiated science curriculum and foundation curriculum (e.g. humanities, art, DT); that is planned and delivered by specialist staff. Planning and delivery takes into account:
  - Pupil interests/obsessions.
  - Pupil attention/concentration.
  - Opportunities for concrete learning opportunities.
  - Opportunities for resource pupils to learn some topics that the mainstream peers are also learning.
  - Preparing pupils to live in a global community.
  - Helping pupils to live in a multicultural British society.
  - Helping children to understand their local community and traditions.
  - Helping children to be independent and safe adults.
  - Efforts to balance alignment to mainstream curriculum vs personalisation.

### **Environmental adaptations**

- Access to a chill out room, with OT balls and bean bag  
or



- Access to a chill out room with nothing in to ensure child's safety.
- Access to a resource which has security measures taken to eliminate absconding (i.e. coded door locks& high handles).
- A classroom with a smaller number of pupils to better manage social demand and sensory triggers.

#### **Independence**

- Opportunities to develop independence using a workstation, with differentiated tasks provided by specialist staff.
- Skilled staff who know that sometimes they need to move away to allow the child to 'get on with it' by themselves.
- A reduced reliance on 1:1 support.

#### **Speech, Language & Communication**

- Support to access the programmes advised by the Speech & Language Therapist.
- Access to a music interaction session, weekly.

#### **Social**

- Support, encouragement and positive reinforcement for positive social behaviours.
- Opportunity to eat lunch in the resource with a small number of other pupils.
- During lunchtime: reduced time spent on playtime to minimise sensory or social overload.
- At end of lunchtime: Choose time (15 mins) as reward/motivator for managing social demand.
- Daily snack times, with specialist staff facilitating social interaction between children.
- Access to a music interaction session, weekly, with 2:3 specialist staffing, opportunities to mix with a friend from mainstream.
- Access to a weekly social skills group, planned, delivered and supported by specialist staff.
- Access to a weekly board games group (e.g. Guess Who, Buckaroo) with 1:2 support from specialist staff and reverse inclusion with mainstream peers.
- Use of ICT (e.g. Nintendo DS, iPads) to facilitate social interaction.

#### **Lunchtimes**

- Adult to support child collecting hot dinner.
- 1:1/1:2 supervision at lunchtimes (to support social times and to assist with eating)

	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• 1:1 Intervention to support behaviour (e.g. Red Rage Monster).</li> <li>• Visual presentation of the Anger 5 Point Scale, with options for what to do when feeling worried, anxious or angry presented visually.</li> <li>• Access to a sensory area, with bean bags, lower stimulation and sensory toys to help pupil maintain calm-alert state.</li> <li>• Personalised social stories</li> <li>• Use of a calm room, which is empty of contents, when pupil safety/wellbeing is at significant risk, with 1:1 monitoring whilst calm room is in use.</li> <li>• Use of physical intervention to move pupil to chill out room if the child is unsafe and is not able to be supported to make choices to regain their safety.</li> <li>• A very high level of supervision at social and unstructured times.</li> <li>• Debriefing, as appropriate, following incidents</li> </ul>
<p>What is your approach to behaviour and exclusions?</p>	<p>We use a wide range of strategies to support positive behaviours. Positive behaviour includes actions by the child that that help the child to</p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• make friends</li> <li>• be safe in the community</li> </ul> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>• A visual reward system for task completion, with motivators which are personalised, <a href="#">via a choose book</a>, to ensure high engagement with system.</li> <li>• A visual-written system of positive reinforcement for pro-social and positive learning behaviours (Nominations scheme).</li> <li>• Use of pupil profiles to facilitate a consistent approach to developing positive pro-social behaviours.</li> <li>• Clear consequences for inappropriate behaviour (i.e. loss of minutes of choose, loss of minutes of playtime).</li> <li>• Consequence chart.</li> <li>• Teaching anger management/coping strategies (e.g. 5 Point Scale, Volcano in my Tummy).</li> <li>• Use of a range of strategies for de-escalating inappropriate behaviour, for example: <ul style="list-style-type: none"> <li>✓ Distraction</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ Redirection</li> <li>✓ Reminder of reward</li> <li>✓ Choices</li> <li>✓ Take up time</li> <li>✓ Planned ignoring</li> <li>✓ Use of a calming space</li> </ul> <p>Some children who join us have been excluded from their last school. For these children, we find that when they arrive at the resource the number of exclusions drops massively.</p> <p>We try our best to avoid exclusion.</p> <p>Where it does happen, a wide range of reasonable adjustments for a child's SEN or disability are likely to be in place and children have been involved in an episode so serious no other option is left available.</p>
<b>Admission</b>	
How many places are there?	Up to 10
Who should I contact if I am considering my child coming to the resource?	You should first contact a manager of CIAT based at County Hall (01924 303660). This is the best first contact. This is because CIAT managers line manage the resource provisions.
How are children admitted to the Resource?	<p>The resource caters for some children with the most complex needs. Accordingly, all children have a Statement of Special Educational Needs (Statement), or an Education, Health, Care Plan (EHC Plan).</p> <p>An Annual Review must be held. At this Annual Review one of two things is likely to happen to progress admission to communication resource provision.</p> <p>Either:</p> <ul style="list-style-type: none"> <li>• Parent preferences a communication resource</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• The current school says it is no longer able to meet the complex needs of the child.</li> </ul>

	<p>After the meeting, the school send the info about the review to SENART. This is then considered by SEN Panel, a group of experts who work to ensure fairness and consistency across the district.</p> <p>If SEN Panel decide to consult, managers of the resource will decide if either of the resources can meet the child's needs. The manager will take into account</p> <ol style="list-style-type: none"> <li>1. Your child's age, ability and special needs</li> <li>2. The effective education of all of the resource (and mainstream pupils)</li> <li>3. The efficient use of the local council's finances.</li> </ol> <p>If the manager agrees to a place, we will give a start date. It is really important that this allows time for transition. Transition includes time for:</p> <ul style="list-style-type: none"> <li>• the current school to collect and copy the information (e.g. previous EPS reports, SALT reports, CAF information etc).</li> <li>• Resource staff to discuss your child with the current school.</li> <li>• Resource staff to read through all the relevant paperwork.</li> <li>• Resource staff to make a visit to the current school.</li> <li>• Resource staff to liaise with main school over any arrangements to access mainstream lessons.</li> <li>• Resource managers to make sure sufficient staffing is in place for your child's effective education.</li> <li>• Your child to make visit(s) to see the resource and meet other children.</li> </ul> <p>A typical length of time would be a half term.</p> <p>We appreciate that the current setting may be struggling to meet needs, but it is important that the resource has adequate time to prepare to meet the child's needs. This time may also be used to reorganise arrangements for other the children who also have complex SEN.</p>
<b>Transition</b>	
<p>What transition arrangements are in place for children moving into the resource?</p>	<p>During the transition period, we:</p> <ul style="list-style-type: none"> <li>• <a href="#">Observe the child in their current school (this may be the CIAT Advisory Teacher)</a></li> <li>• <a href="#">Read through the information that has been supplied by their current school</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Show the parent around the resource</li> <li>• Facilitate a visit(s) for the child</li> <li>• Provide a transition book</li> </ul> <p>The amount of visiting done depends on the child. For some children, having several visits can ease anxiety. For others, visiting is an interruption to their predictable routine and can cause them significant distress.</p>
<p>What transition arrangements are in place for children moving out of the resource?</p>	<p>When children move back to their local mainstream school or to high school, we:</p> <ul style="list-style-type: none"> <li>• Invite the child's next school to the Annual Review</li> <li>• Support the next school to observe the child in their current environment</li> <li>• Provide information to the next school</li> <li>• Facilitate visits for the child to their next school</li> <li>• Liaise with the next school to provide a transition book</li> <li>• Answer any questions that the parent or child may have (we may already know the answer, we may have to ask on the child's behalf or we may support the child to ask the school themselves).</li> </ul> <p>Again, the amount of visiting depends on the individual child's needs.</p>
<p><b>Parent Information</b></p>	
<p>How do parents communicate with the resource?</p>	<p>Generally, children arrive by taxi from across the district. This means we don't see parents on a daily basis like a local mainstream school might.</p> <p>Parents can get in touch with us in a number of ways:</p> <ul style="list-style-type: none"> <li>• Home School Book: This is the book that your son/daughter brings home. It is great for communicating day-to-day issues (e.g. Callum's not eaten his breakfast.)</li> <li>• Resource Office: 01924 303 634 (Answerphone available during teaching time)</li> <li>• Main School Office: 01924 303 630 (For urgent calls)</li> <li>• Email:</li> <li>• Meeting: We're happy to meet with parents. Just get in touch so we can agree a time.</li> </ul>

<p>What should a parent do if they are unhappy with us?</p>	<p>Always, the first step is to tell us! Ways to get in touch are in the section above. We will do our best to get to the bottom of any concerns you have.</p> <p><b>Parent Partnership</b>  If you are still dissatisfied, or seek advice please contact Parent Partnership Service.</p> <ul style="list-style-type: none"> <li>• 0800 587 8042</li> <li>• 07771 685 867</li> <li>• <a href="mailto:gcooper@wakefield.gov.uk">gcooper@wakefield.gov.uk</a></li> </ul> <p>Services offered include:</p> <ul style="list-style-type: none"> <li>• Information for parents/carers on SEN policies, procedures and provision</li> <li>• Advice on individual cases through our telephone help-line or home visits</li> <li>• Support with paperwork and preparing for and attending meetings.</li> </ul> <p>If you remain dissatisfied, please contact:</p> <ul style="list-style-type: none"> <li>• Sue Sharp</li> <li>• Team Manager</li> <li>• Communication, Interaction and Access Team</li> <li>• 01924 303660</li> <li>• <a href="mailto:ssharp@wakefield.gov.uk">ssharp@wakefield.gov.uk</a></li> </ul>
<p>Is there any other support for parents?</p>	<p>An excellent parent group is run every month. It focuses on a range of topics that are relevant to parents of children with communication and interaction difficulties. It meets during school time so that you are less likely to arrange child care.</p>



## Special Needs & Disability - Glossary

The Local Offer and School Information Reports are written in a way that tries to avoid jargon. However, sometimes abbreviations or unusual phrases are used. We want you to be able to fully understand what you read. That's why this glossary has been created.

The definitions could go into more depth. We could include even more definitions. However, we have tried to keep this a manageable size for parents & carers. For further details, family information and support services are listed on Wakefield's Local Offer website.

As jargon changes, this document needs to change. Comments or suggestions from parents and carers are very welcome. These can be submitted via the Wakefield Local Offer website.

ADHD	Attention Deficit Hyperactivity Disorder – A condition more commonly found in children than adults. Individuals with ADHD present as overactive, impulsive and inattentive. It is caused by chemical imbalances in the brain.
Advisory Teacher	A specialist teacher who visits schools and early years settings to advice on special needs provision.
Annual Review	A meeting held every year which updates a child's statement or EHC plan (See statement and EHC plan definitions).
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition - These are two names for the same disorder. It affects an individual's social skills, language development and thought processes. Often, it affects a child's sensory processing.
ASDAN	This refers to programmes/qualifications that focus on skills for learning, skills for employment and skills for life. It is often used for young people from Y9 upwards who need such skills in their curriculum.
AWPU	Age-Weighted Pupil Unit – The money given to a school for each pupil. The value of this varies depending on a child's age.
BAME	Black & Asian and Minority Ethnic.



BSP	Behaviour Support Plan – a document that outlines how a child behaves and the best responses that adults can give.
BSS	Behaviour Support Service.
CAF	Common Assessment Framework – this is an assessment and then a series of meetings. It helps to co-ordinate team work for children and families. It includes the parent(s), school and any other professionals involved.
CAF Meeting	A meeting of people who are involved with a child/young person. This meeting discusses the current situation and plans actions that have a positive impact on the youngster(s).
CAF Team	A team of Wakefield Council employees who support anyone in the children’s workforce who is co-ordinating a CAF.
CAMHS	Child and Adolescent Mental Health Service - the NHS team whose remit includes mental health of those under 18.
CIAT	<p>Communication, Interaction and Access Team – Wakefield Council’s service for children and young people:</p> <ul style="list-style-type: none"> <li>• With an autistic spectrum difficulty, or</li> <li>• With a social communication need, or</li> <li>• With a speech language communication need, or</li> <li>• With a physical difficulty.</li> </ul>
Differentiation	Teachers adapting lessons to suit the learning needs of groups or individuals within the class (e.g. adjusting the difficulty of a task, providing adult support, or finding using a Dictaphone to record ideas instead of writing.)
EAL	English as an Additional Language.
EHC Plan	Education, Health, Care Plan - This is a legal document that outlines a child’s SEN or disability. It outlines what outcomes the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the outcomes. It also says how education services, health services and care services are going to

	contribute. EHC plans have been introduced from Sept 2014 onwards. They replace statements (see definition of statements below). The replacement of statements with EHC plans will be completed by 2018.
EP	Educational psychologist – this is a specialist in child development and child psychology.
EPS	Educational Psychology Service.
EWO	Education Welfare Officer. A professional worker who visits pupils' homes to support attendance problems and other welfare matters in co-operation with the school.
Exclusion	The temporary or permanent banning of a pupil from school.
GCSE	General Certificate of Secondary Education – a standard qualification used by many English schools to recognise achievement of Y11 students.
IEP	Individual Education Plan – a written plan that sets targets for a child. Most IEPs are reviewed after several months. However, they are sometimes reviewed after 4 or 6 weeks.
INSET	In-Service Education and Training – courses and training for school staff.
LA	Local Authority – the public sector organisation that runs local education services. In Wakefield District, it is Wakefield Council.
LAC	Looked After Child – A child who is fostered, or who lives in a children's home or who has short breaks (short breaks were previously known as respite).
Lead Professional	The key person who organises a CAF and CAF meetings.
LSS	Learning Support Service.

MDA	Multi-Disciplinary Assessment – an assessment done by a range of health or education experts. The assessment will determine whether a child has autism or not.
MLD	Moderate Learning Difficulties.
MSP	My Support Plan – A plan that looks at the needs of the child and outlines what everyone is going to do to help meet these needs.
NEET	Not in Education, Employment or Training – A youngster, older than 16 who is not engaged in learning or work.
OFSTED	Office for Standards in Education – the independent government department that inspects school standards in England.
One Page Profile	A pupil profile that fits onto one page – it outlines a child’s needs and how to support that child.
OT	Occupational Therapy / Occupational Therapist – A specialist NHS worker who is an expert in movement, co-ordination and sensory needs.
Peripatetic teacher	A teacher who works in a number of schools to give specialist instruction (e.g. for a child who is visually impaired)
PMLD	Profound and multiple learning difficulties
PN / PD	Physical needs / Physical disability
PRU	Pupil Referral Unit – a unit for children with complex special needs. PRUs usually meet the needs of youngsters with emotional, social and behaviour difficulties. Occasionally, PRUs specialise in young people with mental health difficulties.
PSHE	Personal, Social and Health Education
Pupil Profile	A document that outlines a child’s needs and how to support that child.

Resource Provision	A unit for children with complex special needs which is based on the site of a mainstream school.
QTOD	Qualified Teacher of the Deaf
QTVI	Qualified Teacher of the Visual Impaired – A QTVI has the expertise to teach both visually impaired and blind children.
Safeguarding	<p>Safeguarding means:</p> <ul style="list-style-type: none"> <li>• protecting children from maltreatment,</li> <li>• preventing impairment of children’s health or development,</li> <li>• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care,</li> <li>• taking action to enable all children and young people to have the best outcomes.</li> </ul>
SALT	Speech & Language Therapy / Speech & Language Therapist – NHS specialists who assist children’s development of speech language and communication.
SATs	Standard Attainment Tests – National tests that are used across the country for Year 6 pupils. Children should complete them unless there is a valid reason not to (e.g. child is not cognitively able to access the test).
SA	School Action - School based action to support children with special educational needs
SA+	School Action Plus - School Action with other agencies also inputting into the school’s provision (e.g. Educational Psychology).
SEAL	Social and Emotional Aspects of Learning – Teaching youngsters social skills and understanding of emotions.
SEN	Special Educational Needs – a child has special educational needs if they require any form of special educational provision to be made for them to help them to make appropriate progress.
SENART	Special Educational Needs Assessment and Review Team – This team from Wakefield Council administer statements and Education, Health and Care plans. They also make sure that the local authority and its schools fulfil their duties (for example duties set out in the SEN Code of Practice).

SENCO	Special Educational Needs Co-ordinator - The adult responsible for co-ordinating SEN provision.
SLCN	Speech, language & communication need
SLD	Severe Learning Difficulties – a learning difficulty so severe that a child achieves in the lowest 0.1% of their age group.
SpLD	Specific learning difficulties (e.g. dyslexia, dyscalculia). Usually used to refer to difficulties with either English or maths, but is also sometimes used for other specific areas of difficulty (e.g. dyspraxia – a movement difficulty).
SRE	Sex and Relationships Education
Statement (see EHC Plan also).	This is a legal document that outlines a child's complex SEN or disability. It outlines what objectives the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the objectives or outcomes. The full name is <i>statement of special educational needs</i> .
Streaming / setting	Grouping pupils in classes according to their ability
Support staff	This term is normally used to mean adults who are not teachers, who still facilitate learning. This normally means teaching assistants. Sometimes the term is used very broadly to include office staff, lunchtime supervisors, catering staff, caretakers, cleaning staff and office staff.
Team Teach	This is a training programme that teaches staff how to manage difficult behaviour. This includes a range of de-escalation techniques. It also teaches staff how to use physical intervention to move or, if deemed necessary, hold a child safely.
Transition	The support processes to help a child move from one school to another.
TYS	Targeted Youth Support