

Glossary of Terms

Specialist Provision

Provision for pupils with learning difficulties/disabilities in mainstream schools and SILCs (see below)

Provision for pupils is often described as a 'continuum'. This reflects the view that children and young people should be able to receive the provision they need at a level and in a setting which is appropriate to their individual need.

The continuum of provision is often defined in three broad areas:

Universal – generally, what would be expected to be available for all children in all mainstream settings.

Targeted (including multi-targeted) – provision available within a mainstream setting or sometimes an alternative location which meets the needs of children who need some focused, personalised intervention over a limited period of time. The aim of this provision will generally be to enable pupils to cope with minimal support on a day-to-day basis in a mainstream setting.

Specialist – provision which addresses the needs of children with complex difficulties. These children will often have a statement of special educational needs. Such provision will often be provided in a mainstream setting but is also made in a SILC (see below). This type of provision may have to be made for an extended period or for the whole of a child's school career, dependant on their rate of progress.

SILCs

Specialist Inclusive Learning Centres (legally constituted as Community Special Schools). Pupils in SILCs educated in segregated sites and/or in mainstream partnership schools (see below).

Resourced Schools

Mainstream schools with pupils on their roll (register) with learning difficulties/disabilities. Different schools cater for pupils with different needs (e.g. those with speech and language difficulties, those with physical disabilities, etc.)

SILC Partnership Schools

Mainstream schools that work in an informal partnership with SILCs. Pupils in some partnership bases are full-time. All children remain on the roll of the SILC.

Inclusion

Inclusive provision is where pupils are engaged in learning and achieve. Inclusion is not about location but a process where all pupils participate in

appropriate learning activities and participate in the full life of the school. Inclusive practice occurs in SILCs and in mainstream schools.

Nurture provision

Nurture provision will be usually set up in a mainstream primary school setting to work with small groups of pupils from that school, often those in the Foundation Stage and Key Stage 1. Nurture group work supports social and emotional development which enables young children to adjust to school and become effective learners.

Learning Support Units

LSUs provide small-group settings where children and young people who have barriers to learning, usually arising from a behavioural, emotional or social difficulty, can be helped to overcome them and develop into effective learners. LSUs are usually based in a mainstream school setting – primary LSUs generally work with children from a number of local schools; secondary LSUs in Leeds are for young people from that school only. Pupils will spend time at the LSU for all or part of the school week for a limited period of time.

Pupil Referral Units

PRUs will be redesigned 'short stay schools'. PRUs are designed to meet the needs of pupils who have been permanently excluded from school or who are at risk of this happening. They offer full-time or dual-registered provision. Their aim is to enable a pupil to return to a mainstream setting if possible. Secondary PRUs may provide a long-term solution for some older young people for whom mainstream school is not sufficient to meet their needs. For these pupils, a significant part of their learning may take place in an alternative setting, often with a vocational emphasis.

Area Inclusion Partnerships

The AIPs encompass the work of the statutory Behaviour and Attendance Partnerships and are embedded in the Area Children Leeds Leadership Teams, which operate locally to implement the requirements of the Children Leeds Partnership (Children's Trust) and the forthcoming locality working arrangements.

FFI Funding

The SEN funding is an additional funding source that is available to schools to provide provision for pupils who have additional educational needs. These additional educational needs are categorised under 7 main bands. Each band of FFI is allocated based on criteria determined by Education Leeds.

The 7 main bands are:

- A Band – Cognition and Learning
- B Band – Vision
- C Band – Hearing

D Band – Physical
E Band – Communication and Interaction
F Band – Behaviour
G Band – Medical