



Barnfields Primary School  
Special Educational Needs and Disability (SEND)  
Policy & Information Report 2019 -20  
*(Incorporating the Local Offer)*

## Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

## **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help

## **Your Child has Special Educational Needs. What can we at Barnfields Primary School offer you?**

At Barnfields we embrace the fact that every child is unique, and, therefore, the educational needs of every child are also unique; this is certainly the case for children with Special Educational Needs.

Below is the key information about the Local Offer from Barnfields Primary School and how we can support your child.

**Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

**The Class Teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary, using the agreed concerns form format.
- Writing SMART targets with clear outcomes for Pupil Passports and sharing and reviewing these with parents and pupils at least once each term and planning targets for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Involved in supporting your child's learning through specific interventions and provisions.
- To listen to children's opinions concerning their own education.

**The SENCo – Mrs C Jones (Holds NASENCo Award and is a member of Senior Leadership Team)**

Responsible for:

- Developing and reviewing the school's SEN policy/information report.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are:
  1. Involved in supporting your child's learning.
  2. Kept informed about the support your child is getting.
  3. Involved in reviewing how they are doing.
  4. Liaising with all the other people who may be coming in to school to help support your child's learning, eg Speech and Language Therapy, Educational Psychology.
  5. Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept and their views are clear on Pupil Passports.
  6. Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
  7. To carry out specific additional testing in school to form a better overall picture of a child's specific needs.
  8. To assist children with transitions between year groups and schools.

**The Headteacher: Mr G Ball**

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor: Mrs S Francis**

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

**What are the different types of support available for children with SEND in our school?**

### **Class teacher input, via outstanding targeted classroom teaching (Quality First Teaching)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum with facilities that parents and pupils have expressed the need for.
- Those specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **Specific group work**

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

The quality of teaching is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team and external verifiers
2. On-going assessment of progress made by pupil in specific intervention groups through provision mapping
3. Work sampling on a regular basis
4. Scrutiny of planning (termly)
5. Teacher meetings with the SENCo
6. Pupil and parent feedback when reviewing target attainment
7. Whole school pupil progress tracking
8. Attendance and behaviour records

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents’ Evenings, and pupils’ attainments to meet these targets are tracked using the whole school tracking system. Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Where it is decided that action is required to support increased rates of progress, this will follow an: assess, plan, do and review model. An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

SEN support will be recorded on a pupil passport that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained.

### **Specialist support from outside agencies**

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/ Class Teacher as needing some extra specialist support in school from a professional outside the school.

#### **What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional, eg a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP) (previously known as a Statement of Special Educational Needs).

This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from the Local Authority (eg Special Educational Needs and Inclusion Service) or outside agencies such as the Speech and Language Therapy (SALT) Service.

#### **For your child this would mean**

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

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| <p><b>How can I let the school know that I am concerned about my child's progress in school?</b></p>         | <p>If you have any concerns about your child's progress then please come and talk to us. You should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress then a meeting can be arranged with your child's class teacher and the SENCo.</p> <p>The school SEN Governor can also be contacted for support.</p>  |
| <p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p> | <p>If your child is identified as not making progress, then we will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> <li>• Listen to any concerns you may have.</li> <li>• Plan any additional support your child may need.</li> <li>• Discuss with you any referrals to outside professionals to support your child.</li> </ul>   |
| <p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>  | <p>The school receives funding to respond to the needs of pupils with SEND from a number of sources:</p> <ol style="list-style-type: none"> <li>1. A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)</li> <li>2. The Notional SEN budget</li> <li>3. The Pupil Premium funding for pupils who meet certain criteria</li> <li>4. If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and school will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This must fund any agreed plan.</li> <li>5. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding (AEN/HLN funding)</li> </ol> <p>This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:</p> <ul style="list-style-type: none"> <li>• In-class support from teaching assistants</li> <li>• Small group support from teaching assistants eg nurture groups, literacy and numeracy support</li> <li>• Specialist support from teachers eg 1:1 tuition</li> <li>• Bought in support from external agencies eg access arrangement assessment, behavioural support, speech and language support</li> <li>• Parent workshops</li> <li>• Provision of specialist resources eg assessment software</li> <li>• CPD relating to SEND for staff</li> </ul> <p>For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher, parents and the child. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.</p> |
| <p><b>Who are the people providing support to children with SEND in this school?</b></p>                     | <p><b>School Provision</b></p> <ul style="list-style-type: none"> <li>• Teachers responsible for teaching SEN groups/individuals on a part-time basis.</li> <li>• Teaching Assistants and HLTAs mainly working in the Group Rooms with either individual children or small groups.</li> <li>• ICT support in the form of writing, reading and touch typing programs (eg Code X e-books, English type), are delivered by teaching assistants during specified ICT lessons and small group or individual sessions, according to need.</li> <li>• HLTA and SENCO offering support for children with emotional and social development through our HOPE (Helping Our Pupils Emotions), intervention, Social Skills Nurture and Friendship groups.</li> <li>• Sports Apprentice and Teaching Assistants leading motor skills sessions to support children with physical needs.</li> <li>• Teaching Assistant responsible for teaching touch typing to small groups/individuals.</li> </ul>  |

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|  | <p><b>External Agency Provision delivered in school</b></p> <ul style="list-style-type: none"> <li>• Behaviour Support Service</li> <li>• Autism Outreach Team</li> <li>• Hearing Impairment team</li> <li>• Visual Impairment team</li> <li>• Educational Psychologist Service</li> <li>• Educational Welfare Officers</li> <li>• Physiotherapists</li> <li>• Social Services</li> <li>• Speech and Language Therapy</li> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• CAMHs (Child and Adolescent Mental Health Service)</li> <li>• Sickle Cell and LST</li> </ul>   |
| <p><b>How are teachers in school helped to work with children with SEND, and what training do the teachers have?</b></p> | <p>The SENCo's job is to support the class teacher in planning for children with SEN.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, eg from the Autism Outreach Team and Enhanced AOT, Speech and Language Therapists (colour coding, processing games, specific speech programs), Maths training, Physiotherapy programs, Active Literacy, precision teaching, how to support pupils with dyslexic traits and/or a diagnosis of dyslexia using IDP materials, attendance at termly SENCO update and many more.</p>  |
| <p><b>How will the curriculum be matched to my child's needs?</b></p>  | <p>Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.</p> <p>In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.</p>   |
| <p><b>How will I know how my child's doing?</b></p>  | <p>Attainments towards the identified outcomes will be shared with parents half termly through the school reporting system and Parents' Evenings. Parents may also find the Learning Log a useful tool to use to communicate with school staff.</p> <p>Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team. Please contact the school office who will arrange one from you.</p> <p>At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and are the results that are published nationally.</p> <p>Where necessary, children will have a Pupil Passport based on National Curriculum objectives or on targets set by outside agencies specific to their needs. Smart targets will be set and designed to accelerate learning and close the gap. Progress and outcomes against these targets will</p> |

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|  | <p>be reviewed regularly with the child and parents, evidence for judgments assessed and a future plan made.</p> <p>The progress of children with an EHC Plan or Statement of SEN will be formally reviewed at an Annual Review with all adults involved with the child's education. Where appropriate, the pupil will also be in attendance.</p>   |
| <p><b>How will you help me support my child's learning?</b></p>  | <p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>The school website is a good starting place to find resources to help support your child. It can be found at <a href="http://www.barnfields.staffs.sch.uk">www.barnfields.staffs.sch.uk</a>. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. Key policies and documents, such as information on the methods used to teach mathematics in school are also available here. In addition see the useful websites below:</p> <p>Autism<br/> <a href="http://www.autism.org.uk">http://www.autism.org.uk</a></p> <p>Dyslexia<br/> <a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a></p> <p>Dyspraxia<br/> <a href="http://www.dyspraxiafoundation.org.uk">http://www.dyspraxiafoundation.org.uk</a></p> <p>SaLT<br/> <a href="http://www.private-speech-therapy.co.uk">http://www.private-speech-therapy.co.uk</a></p> <p>Early Years<br/> <a href="http://www.foundationyears.org.uk">http://www.foundationyears.org.uk</a></p> <p>The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website.</p> |
| <p><b>How is Barnfields Primary School accessible to children with SEND?</b></p>                                   | <ul style="list-style-type: none"> <li>• The school is fully compliant with DDA requirements and has a DDA plan.</li> <li>• The school has easy access double doors and ramps.</li> <li>• There are two disabled toilets.</li> <li>• We ensure wherever possible that equipment used is accessible to all children regardless of their needs.</li> <li>• After-school provision is accessible to all children, including those with SEN.</li> <li>• Extra-curricular activities are accessible for children with SEN.</li> </ul>  |
| <p><b>How will we support your child when they are joining/leaving this school or moving to another class?</b></p> | <p>We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.</p> <p><b>On entry:</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits is provided in the summer term for pupils starting in September.</li> <li>• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</li> <li>• The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.</li> <li>• If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.</li> </ul>  |

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|   | <p><b>If your child is moving to another school:</b></p> <ul style="list-style-type: none"> <li>• We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> <li>• If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.</li> </ul> <p><b>When moving classes in school:</b></p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pupil Passports and previous provisions will be shared with the new teacher.</li> <li>• If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.</li> </ul> <p><b>Transition to High School (Y6):</b></p> <p>The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website</p> <p>The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.</p> <p>Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.</p> <p>Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at:</p> <p><a href="https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissions.aspx">https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissions.aspx</a></p> <p>Accompanied visits to other providers may be arranged as appropriate. For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.</p> <p>The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.</p> |
| <p><b>What support will there be for my child's overall well being?</b></p> | <p>The school offers a wide variety of pastoral support for pupils. These include:</p> <ul style="list-style-type: none"> <li>• An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.</li> <li>• Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.</li> <li>• Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.</li> <li>• The school has gained School Games Gold Mark, which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.</li> <li>• Lunchtime Hub Clubs again to support pupils' wellbeing and mental health.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• HOPE (Helping Our Pupils' Emotions) programme of support with either the SENCo or trained HLTA</li> </ul> <p><b>Pupils with medical needs</b></p> <ul style="list-style-type: none"> <li>• Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school and when required the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within <b>Supporting pupils at school with medical conditions (DfE) 2014</b></li> </ul> |
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## Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- School Office: 01785 337320 [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk)
- The SENCo: [senco@barnfields.staffs.sch.uk](mailto:senco@barnfields.staffs.sch.uk)
- The Headteacher: [headteacher@barnfields.staffs.sch.uk](mailto:headteacher@barnfields.staffs.sch.uk)
- Your child's class teacher
- For complaints please contact the School Governor with responsibility for SEN (Mrs S Francis)

## Support services for parents of pupils with SEN include:

### Staffordshire SEND Family Partnership

- <https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours.

Alternatively email on: [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

### Family Fund

- <https://www.familyfund.org.uk>
- Call on **01904 550055**

### Staffordshire Aiming High

- <https://www.staffordshire.gov.uk/health/childrenandfamilycare/childrenwithdisabilities/aimhigh/Aiminghigh.aspx>

## Staffordshire Local Support Team

- <http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/yourlocalsupportteam.aspx>

## Staffordshire Local Offer

- <http://www.staffordshiremarketplace.co.uk/>
- The Staffordshire Marketplace is the directory of wellbeing and support services, activities and events for all ages across Staffordshire and Stoke-on-Trent. Full details of the local offer can be found here.

## Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Barnfields Safeguarding Policy
- Barnfields Accessibility Plan
- Teachers Standards 2012

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| <b>COP</b> Code of Practice                           | <b>ADHD</b> Attention Deficit & Hyperactivity Disorder |
| <b>LEA</b> Local Education Authority                  | <b>ASD</b> Autistic Spectrum Disorder                  |
| <b>LAC</b> Looked After Child                         | <b>OT</b> Occupational Therapist                       |
| <b>CAMHS</b> Child & Adolescent Mental Health Service | <b>DCD</b> Developmental Co-ordination Disorder        |
| <b>EP</b> Educational Psychologist                    | <b>ODD</b> Oppositional Defiance Disorder              |
| <b>SEND</b> Special Educational Needs & Disability    | <b>SaLT</b> Speech and Language Therapy                |
| <b>SENCo</b> Special Educational Needs Co-ordinator   | <b>HI</b> Hearing Impairment                           |
| <b>IEP</b> Individual Education Plan                  | <b>VI</b> Visual Impairment                            |
| <b>EHCP</b> Education, Health, Care Plan              | <b>PT</b> Physio Therapy                               |
| <b>FSM</b> Free School Meals                          | <b>GDD</b> Global Developmental Delay                  |
| <b>BeCo</b> Behaviour Coordinator                     |  |
| <b>CAF</b> Common Assessment Framework                |  |

## SEN Acronyms Used: