



The Circle Trust Document: **Special Educational Needs and Disability Policy**

Emmbrook Infant School

Author:	Chief Executive Officer
Approver:	Trustees
Owner:	Educational Outcomes Trustees
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	31.1.19	Exec Head	New Document	First release
1.1	28.1.20	AH	Reviewed	Compliance
1.2	30.10.20	AH	Updated with guidance on EHCP assessments, applications and Early Annual Reviews	Updated
1.3	11.10.22	CEO	Change title of Exec Head to CEO. Improved consistency of names replacing a mix of "pupil" and "student" to "children and young people" which is the consistent terminology across Trust policies	Updated
1.4	15.12.22	Co Sec	Addition of new section 18 (Amendments to this policy)	Compliance
1.4	06.12.23	Headteacher	Adapted and adopted for Emmbrook Infant School in line with Trust Policy	Compliance

1. Purpose of the Policy

- 1.1. This policy sets out how The Circle Trust provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education, which is inclusive and responsive to their individual needs. It describes the graduated response cycle to providing support, which will enable all children and young people to succeed and have high aspirations

2. Introduction

- 2.1. The Circle Trust follows the DfE's Special Educational Need and Disability (SEND) Code of Practice: 0 – 25 [here](#). This Policy complies with the following legislation: The Children's and Family Act 2014 [here](#) which sets out schools' responsibilities for children and young people with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014 [here](#) which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report. Finally, this policy also complies with The Circle Trust's Funding Agreement and Articles of Association.
- 2.2. All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential
- 2.3. A child or young person has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. The Code of Practice has the following definitions which states a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - 2.4. Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 2.4.1. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
 - 2.4.2. The code describes special educational provision as additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers.
 - 2.5. Although the needs of children and young people may cross more than one 'area of need', the Code of Practice uses four main categories of need:
 - 2.5.1. Communication and Interaction
 - 2.5.2. Cognition and learning
 - 2.5.3. Social, emotional and mental health difficulties

2.5.4. Sensory and/or physical needs

2.6. A key value held by The Circle Trust is that of inclusion and as such we ensure that all children and young people, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean reasonable arrangements need to be made to allow them to take part in activities.

3. The Aims and Objectives of Special Educational Needs and Disability (SEND)

3.1. The Trust's overall approach to SEND is to be:

3.1.1. Clear about our arrangements for supporting children and young people with special educational needs and or disabilities

3.1.2. Inclusive which is a core value of The Circle Trust

4. The management of Special Educational Needs and Disability

4.1. **The Trustees have a fundamental role to:**

4.1.1. Ensure this SEND policy is compliant with legislation

4.1.2. Review this policy to approve changes or improvements

4.1.3. Be clear that a school's annual SEN Information Report must be approved by the Local Advisory board as set out in paragraph 6.79 of the SEND Code of Practice.

4.1.4. Ensure information relating to special educational needs should be easily accessible and is set out in clear, straightforward language.

4.1.5. Appoint a Trustee with specific oversight for SEND

4.1.6. The Trustee with specific oversight for SEND will help to raise awareness of SEND issues at Trustee meetings and monitor the quality and effectiveness of SEN and disability provision across schools.

4.2. **The CEO will:**

4.2.1. Implement this policy

4.2.2. Operationally lead, monitor and review all matters relating to SEND

4.2.3. Review how expertise and resources used to address SEND can build on the quality of Trust-wide provision as part of Trust improvement

4.3. The Local Advisors have a fundamental role to:

- 4.3.1. Adopt and where appropriate adapt this model policy to the specific circumstance of their own school. Specifically, sections 5.7, 6.6, 8.2, 8.4, 8.6, 9.2, 12.2, 14.2 and 15.4
- 4.3.2. Annually approve their school's annual SEN Information Report
- 4.3.3. Publish information on the school website about the implementation of the Local Advisors policy for children and young people with SEND, including the SEN Information Report and Accessibility Plan and how a parent/care with a child with SEND can make a complaint.
- 4.3.4. Appoint a Local Advisor with specific oversight for SEND
- 4.3.5. The Local Advisor with specific oversight for SEND will help to raise awareness of SEND issues at Local Advisor meetings and monitor the quality and effectiveness of SEN and disability provision within their school. They will work with the Headteacher and SENCO to determine the strategic development of the SEND provision in their school.

4.4. A Headteacher with the oversight of Local Advisors will:

- 4.4.1. Have primary responsibility for managing SEND provision
- 4.4.2. Identify children and young people with SEND, ensure parents/carers are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- 4.4.3. Publish the annual SEN Information Report and the schools Local Offer which must be reviewed annually
- 4.4.4. Publish the school's Local Offer (in conjunction with parents/carers, children and young people and the Local Authority) which must be reviewed annually.
- 4.4.5. Publish arrangements for the admission of disabled children (The Accessibility Plan), the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- 4.4.6. Make available information on SEND funding and provision and monitor expenditure.
- 4.4.7. Appoint a Special Educational Needs Coordinator (SENCO) who is suitably qualified or decide for the SENCO to undertake training to become suitably qualified
- 4.4.8. Maintain a current record of number of children and young people with SEND

- 4.4.9. Ensure SEND provision is integrated into the school improvement plan
- 4.4.10. Monitor progress of SEND children and young people and ensure provisions specified in EHCPs and SEN Support plans are in place
- 4.4.11. Keep under constant review the arrangements for children and young people present and future with a disability

4.5. The Special Educational Needs Coordinator (SENCO) will:

- 4.5.1. Have day-to-day responsibility for the operation of this Policy and the co-ordination of specific provision made to support individual children and young people with SEND in their school, including those who have EHC plans
- 4.5.2. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children and young people with SEND receive appropriate support and high-quality teaching
- 4.5.3. Advise on the graduated approach to providing SEND support
- 4.5.4. Be the point of contact for external agencies, especially Local Authorities and other professionals
- 4.5.5. Liaise with potential next providers of education to ensure children, young people and their parents are informed about options and transition plans
- 4.5.6. Work with the Headteacher and Local Advisory Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 4.5.7. Ensure the school keeps the records of all children and young people with SEND are accurate and up to date
- 4.5.8. has or is working towards SENCO qualifications within three years of appointment unless appointed before 2009.

4.6. Teachers will:

- 4.6.1. Be responsible for the progress and development of every child or young person in their class
- 4.6.2. Work in collaboration with teaching assistants and/or other specialist staff to plan and assess the impact of support and interventions
- 4.6.3. Seek advice and act on the SENCO's guidance

5. Identification of children and young people with special educational needs

- 5.1. Every school is required to identify and address the special educational needs of the children and young people that they support.
- 5.2. All schools in The Circle Trust will be clear about the arrangements for identifying children or young people with Special Educational needs.
- 5.3. The identification of special educational needs is built into the overall approach to monitoring the progress and development of children and young people.
- 5.4. Children and young people with Special Education Needs may demonstrate progress that:
 - 5.4.1. Is significantly slower than that of their peers starting from the same baseline
 - 5.4.2. Fails to match or better the child's previous rate of progress
 - 5.4.3. Fails to close the attainment gap between the child and their peers
 - 5.4.4. Widens the attainment gap
- 5.5. Slow progress and low attainment will not automatically mean a child or young person is identified as having a special educational need.
- 5.6. Identifying and assessing children or young people whose first language is not English requires particular care. It is important to establish whether lack of progress is due to limitation in the command of English or arises from SEN. Difficulties related solely to limitation in English is not a SEN.
- 5.7. At Emmbrook Infant School, we will assess each child or young person's current skills and levels of attainment on entry through:
 - 5.7.1. Transition information from nursery and preschool settings, parent meetings and home visits.
 - 5.7.2. Reception Baseline Assessments
 - 5.7.3. Parent meetings and home visits to ensure we know about any SEND or additional needs that have been previously identified.
 - 5.7.4. If appropriate individual child or young person will sit additional standardised tests to identify barriers to learning

6. Provision of special educational needs support

- 6.1. Schools have the responsibility to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning.
- 6.2. This is delivered via a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.
- 6.3. The Circle Trust will use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN this includes:
 - 6.3.1. Ensuring that children and young people with SEN engage in the activities of a school alongside children and young people who do not have SEN
 - 6.3.2. Designating a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator (SENCO)
 - 6.3.3. Informing parents and carers when they are making special educational provision for their child
- 6.4. When deciding whether special educational provision is required, the following will be considered:
 - 6.4.1. What are desired outcomes, including the expected progress and attainment
 - 6.4.2. The views and the wishes of the child or young person
 - 6.4.3. The views and wishes of parents
- 6.5. Provision maps are an efficient way of showing all the provision the school makes which is additional to and different from that which is offered through the curriculum. Provision maps may:
 - 6.5.1. Match provision against the assessed needs of a child or young person
 - 6.5.2. Evaluate the impact of the provision
- 6.6 At Emmbrook Infant School the graduated response (cycle of assess, plan, do, review) means:
 - 6.5.3. The class teacher providing quality first teaching, differentiated to meet the learning needs of all children and young people
 - 6.5.4. The class teacher identifying concerns and seeking guidance from the SENCO

- 6.5.5. Analysis of need(s) including review of progress, attainment and approaches to learning and the views of the child or young person and their parent/carers e.g. the construction of a classroom support plan
- 6.5.6. Individualising provision with the intention to remove any barriers to learning e.g. using evidence-based approaches
- 6.5.7. Differentiating the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- 6.5.8. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions, chunking tasks
- 6.5.9. Adapting of our resources e.g. using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- 6.5.10. Development of staff expertise e.g. Continuous Professional Development opportunities relating to SEN.
- 6.5.11. Identification and provision of access arrangements for children and young people undertaking examinations, where persistent and significant need has been evidenced and it is the child or young person's normal way of working
- 6.5.12. Where behaviour is an area of concern it could signal unmet needs, but does not necessarily mean that the child or young person has a special educational need. Where behaviour is seen as concern a specific behaviour support plan is developed which draws on an analysis of antecedents and types of demonstrated behaviour. Behaviour Policy can be found [here](#)
- 6.5.13. Regular review of progress and development determines any changes to the graduated support. This includes:
- Teacher assessment and experience of the child or young person
 - Child or young person's progress, attainment and behaviour
 - SENCO assessment and view, where relevant
 - Child or young person's development in comparison to their peers and national data
- 6.5.14. Where progress is limited, advice is sought from external specialists /practitioners. From this guidance, a Individual Support Plan is devised and followed by classroom teachers.
- 6.5.15. Referrals are made when assessment indicates that specialist services are required

6.5.16. Evaluation of provision: Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and progress tracked to verify that the interventions are effective. Sometimes individuals respond more or less positively to different interventions and approaches. Where we try a different approach or intervention we will assess its efficacy by monitoring the outcomes achieved by the child or young person and consider the impact and cost of the intervention.

7. Referring to the Local Authority for special educational needs assessment

7.1. 'Referring a child or young person to the local authority' means that the School believes that the child's barriers to learning cannot be overcome with the resources, which are normally available to a school, in short that the child or young person may have SEN and may require provision under a plan. Parents may also request assessment by the Local Authority

7.2. This need(s) assessment may result in an Education Health and Care Plan (EHCP) or a SEN Support plan.

7.3. Schools may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Other specialists will be involved when a child or young person makes little or no progress or where they work at levels substantially below those expected of peers. Parents will be informed of the involvement of Specialists.

7.4. Specialist may include:

7.4.1. Educational Psychologists

7.4.2. Child and Adolescent Mental Health Services (CAMHS)

7.4.3. Specialist teachers e.g. those qualified for hearing or vision impairment

7.4.4. Therapists including speech and language, occupational and physiotherapists

7.5. Education, Health and Care plans are awarded for a child or young person:

7.5.1. Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers

7.5.2. Who have a significantly greater difficulty in learning than the majority of others of the same age.

7.6. Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

- 7.7. To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer.
- 7.8. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.
- 7.9. Wokingham's Local Offer can be accessed [here](#)
- 7.10. Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects' can be reasonably provided by education settings from the funding available to them' can be found [here](#)
- 7.11. The Local Offer also provides details of how parents and children or young people can request an assessment for an EHC plan

8. Involvement of Parents and Carers

9. Parents/carers are key partners in their children's education. Evidence shows that children and young people make most progress when their key adults work together.

10. At Emmbrook Infant School we seek to develop good communication by:

- 10.1. Discussing any concerns we have with parents/carers
- 10.2. Listening to what parents/carers say
- 10.3. Sharing planned interventions and identifying any outcomes to be achieved with parents/carers
- 10.4. Meeting with parents/carers to review their child's interventions and progress
- 10.5. Being transparent about the special educational need provision
- 10.6. Making sure parents/carers know who to contact if they have any concerns

11. The SEND Code of Practice states: where it is decided to provide child or young person with SEN support, the parents must be formally notified. The teacher and/or the SENCO will share the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear plan for review.

11.1. At Emmbrook Infant School we provide information, assess and review a child or young person's progress in the following ways:

11.1.1. Daily discussion with teaching teams, evaluating effectiveness of planned tasks, intervention and adjusting provision where necessary.

11.1.2. Weekly planning meetings to evaluate effectiveness of provision, adjusting differentiation where needed.

11.1.3. Weekly staff meetings where pupils are discussed as a team, with SENCo present to discuss next steps in pupil progress. Teachers share specific concerns about pupils and SENCo plans in observations where necessary.

11.1.4. The SENCO is available for face to face meetings at parents' evenings and is available for individual requested meetings

11.1.5. Each year there is a formal annual review for children or young people with ECHP

11.1.6. Termly pupil progress meetings analyse provision of interventions and its impact, deciding on next steps for pupils.

11.2. Where children and young people are 'looked after' by the local authority, schools have an additional role as corporate parents/carers.

11.3. Emmbrook Infant School, in the role of corporate parent/carer will:

11.3.1. Not make assumptions based on a child or young person's care status

11.3.2. Monitor the progress of all looked after children termly

11.3.3. Establish an up to date Personal Education Plan (PEP) which is easily understood by everyone involved

11.3.4. Ensure close working with the specialist services who support looked after children including the CLA nurse, social worker, Virtual Headteacher. The Virtual Head, is a named person who is employed by the Local Authority to monitor the CLA (Children who are looked after) their main role is to be an advocate for the children in care's education.

11.3.5. Normalise life experience wherever possible

11.3.6. Ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities

11.3.7. Name a Children Looked After (CLA) Champion and contact details

12. The child and young person's voice

12.1. The Children and Families Act is clear that:

12.1.1. All children and young people need to be supported to develop aspirations for their future lives as active members of their community

12.1.2. All children and young people have the right to have their voice heard

12.1.3. Children and young people should be involved in discussions about their learning, progress and how provision is made

12.2. At Emmbrook Infant School we support children and young people sharing their views by:

12.2.1. Encouraging and supporting children and young people to help them make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing, contributing to annual reviews where an EHCP is in place

12.2.2. Any additional support strategies will be explained to children

12.2.3. All children will be encouraged to monitor and judge their own progress in a positive and supportive environment through visual cues e.g. feelings thermometers to encourage simple scaling, self-assessment traffic lights at the end of tasks.

12.2.4. Reviews of progress are 'person centred' i.e. a child or young person's aspirations and needs at the centre of the review and if needed are decoded into language understandable to the child or young person.

12.2.5. Social and emotional development is promoted via our PSHE curriculum

12.2.6. Children and young people contribute to the annual review process through the EHCP documents and by attending the meeting

13. Responding to an EHCP Consultation

13.1. All consultation from any Local Authority must be responded to within 15 days.

13.2. For children and young people who are transitioning to a school, the Local Authority must meet to the annual deadlines set out in the SEN code.

- 13.3. The school may consider requesting additional or up to date information from the Local Authority to be able to fully assess the child or young person and their suitability for the school.
- 13.4. In responding to a Local Authority, if the child or young person is unsuitable or would affect the education of other children and young people, detailed written explanations should be included with the schools reply.

14. Early Annual Reviews

- 14.1. Early annual reviews are administered for the Local Authority by the school, but conducted at the school.
- 14.2. When calling an early annual review, the school should set a date and request the Local Authority attend.
- 14.3. To support the discussions at the early annual review, the school should seek new expert reports to show the changing educational situation for the child or young person.
- 14.4. For children and young people with moderate barriers to learning, the plan, do, assess, review cycle should be completed and the evidence presented to the early annual review. However, in cases where the child or young person is unable to access education or the curriculum and the plan, do, assess, review cycle is not possible, an early annual review can be called without this cycle being completed.
- 14.5. At the conclusion of the early annual review, the school with the Local Authority may recommend a new provision for the child or young person.

15. Transition

- 15.1. Transition points in a child's or young person's education (movement through key stages or new educational institutions) are very important and need careful management and support

At Emmbrook Infant School this means:

- 15.1.1. Transition is a fixed item on our planning for children and young people's provision. Holistically as we seek to develop the skills children will need in order to access the next part of their learning.
- 15.1.2. In Year Two we help prepare children and their families for the next stage in their learning by providing a SATs information meeting for parents/carers. There is a leavers' assembly and transition visits to feeder schools. There are options for additional transition activities (e.g. KS2 art project) for more vulnerable children.

15.1.3. We will share information with the school, or other setting the child is moving to and will agree with parents/carers which information will be shared as part of this.

16. Disability

16.1. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

16.2. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.

16.3. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

16.4. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care Plan (EHCP). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Circle Trust follows the DfE guidance "Supporting children and young people at school with medical conditions" [here](#) as set out in The Circle Trust's Health and Safety Policy [here](#)

17. Accessibility

17.1. Every school will publish their arrangements for the admission of disabled children known as an Accessibility Plan. This includes, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

17.2. [Emmbrook Infant School's Accessibility Plan can be found here.](#)

18. The SENCO

The legislation requires that:

- 18.1. The SENCO must be a qualified teacher working at the school.
- 18.2. Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment
- 18.3. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- 18.4. At Emmbrook Infant School our SENCo is Mrs Grace Masarella

19. Annual SEN Information Report

- 19.1. Schools are required to annually produce a SEN Information Report which contains information on the implementation of this policy
- 19.2. In addition to the policy, the report must include:
 - 19.2.1. The SEN Support that the school is able to provided:
 - 19.2.2. Contact details of the SENCO and other key roles for when children or young people or parents have concerns
 - 19.2.3. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
 - 19.2.4. How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting children and young people children and young people SEN and supporting their families
 - 19.2.5. The school's contribution to the Local Authorities Local Offer

20. Complaints

20.1. We know that all parents or carers want the best for their child and we will always seek to resolve any concerns quickly. Where parents or carers have a concern about the provision being made initially, they should contact the SENCO. The Circle Trust's Complaints Policy can be found [here](#)

21. Amendments to this policy

- 21.1. The CEO, the Chief Educational Outcomes Officer and/or any officer of the Trust nominated by the CEO is authorised to amend this policy to reflect changes in personnel or procedure or changes in legislation or Department for Education guidance.
- 21.2. Any such amendments must be reported to the next meeting of the Educational Outcomes Committee (or whichever Committee has oversight of and authority to approve this policy).

Abbreviations for Special Educational Needs

AA: Access Arrangements

ABA: Applied Behavioural Analysis

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

AR: Annual Review

ASC: Autism Spectrum Condition

ASD: Autism Spectrum Disorder

ASSIST: Autism Spectrum Service for Information, Support and Training

C: Cause for Concern

CAMHS: Child and Adolescent Mental Health Services

CCG: Clinical Commissioning Groups

CTOPP: Comprehensive Test of Phonological Processing

DASH: Detailed Assessment of the Speed of Handwriting

DSA: Disabled Student's Allowance

EHC: Education, Health & Care

EHCP: Education, Health & Care Plan

FAS(D): Foetal Alcohol Syndrome (Disorder)

GDD: Global Developmental Delay

GORT: Gray Oral Reading Test

HI: Hearing Impairment

HLTA: Higher Level Teaching Assistant

K: SEN Support Plan

LSA: Learning Support Assistant

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OCD: Obsessive Compulsive Disorder

ODD: Oppositional Defiance Disorder

OT: Occupational Therapy/Therapist

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SEMH: Social, Emotional and Mental Health

SEN: Special Educational Needs

SEND Special Educational Needs and Disabilities

SENDCo: Special Educational Needs & Disabilities Co-ordinator

SENDIASS: Special Educational Needs and Disabilities Information, Advice and Support Service

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

TA: Teaching Assistant

WRAT: Wide Range Attainment Test

WRIT: Wide Range Intelligence Test

WTT: Working Together Team (outreach)

VI: Visual Impairment