

Armathwaite Community Primary School

Special Educational Needs Policy

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Introduction

The new Children & Families Act came into force on 1st September 2014. One of its provisions is to replace statements (of special educational need) with education health and care plans (EHCs). These cover broader needs, not just educational, for children and young people (age 0-25).

At Armathwaite School we are committed to providing an appropriate and high quality education to all our students. We believe that all children, including those identified as having special educational needs (SEN), are entitled to a broad and balanced academic and social curriculum.

Children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of other children of the same age, or have a disability which prevents or hinders them from making use of educational facilities in a mainstream setting.

Special Educational Needs at Armathwaite School

At Armathwaite School we are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs and disabilities, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We are committed to the provision for and the achievement of all learners.

Our Aims

In providing for children with special educational needs we aim to:-

- Enable all children to develop and experience successful learning experiences
- Value all children equally, irrespective of ability, race and gender, and to give everyone access to the whole curriculum.
- Identify children as early as possible in order to support their physical, social, emotional and intellectual development.
- Make sure there is a consistent, whole-school approach to the identification and provision for pupils with special educational needs.
- Fully involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEND Code of Practice.

This document describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his/her full potential.

Armathwaite Community Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Inclusion Statement

Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Definition of Special Educational Needs and Disability

Children may have a disability or a special educational need if they have a *learning need* that calls for *additional provision* to be made for them.

Children have a *learning need* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Attainment falls significantly outside the expected range, either above or below

Objectives

This document explains how Armathwaite School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will continually strive to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of other pupils with whom they are educated.

The school will have regard to the ***Special Educational Needs and Disability Code of Practice 2014*** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. At all times the school will carry out its best endeavours in educating children with SEND. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. At Armathwaite School we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The school will carry out its best endeavours to meet the needs of children with the following SEND categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Identification and Assessment of Special Educational Needs

The Code of Practice states that a graduated approach should be taken to the identification and assessment of special educational needs. The approach recognise that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The Graduated Approach

Differentiation	Teacher plans for activities to be provided for pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations after short period of time (up to half a term) then they move to 'keeping up'.
Keeping Up	Additional provision is made in or out of class for 'keeping up'. Children are identified and discussed by the class teacher, school SENCO and support staff. Plans are made and implemented, carefully monitored by teaching assistant, teacher, SENCO and all other staff involved in teaching that child. If little or no progress has been made the child moves to School Action and is added to the SEN list.
Early Years/School Action Plan	A child receives additional support in class/or in intervention groups. A provision map is completed or an IEP may be written.
Early Help	Outside agencies are consulted and support school in allocating resources.
Education Health Care Plan	A child receives specific support funded by school and the LA.

Further information about our graduated approach and who is involved is available later in this document on page 7 and 8 and in our SEND offer.

School Action

The triggers for intervention through School Action could be either the teacher, parent or others' concerns, underpinned by evidence about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in an identified focus area;
- Shows signs of difficulty in developing literacy or mathematical skills which results in low progress and attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by behaviour management techniques usually employed in the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- Has been identified as gifted in certain areas.

Early Help

This is the stage at which an SEND early help referral is made so that other assessing professionals can be involved, generally observing the child in school, making assessments and providing advice. The early help referral is accompanied by two recent IEPs, one reviewed.

Triggers for early help include:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues to working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.

- Has an emotional or behavioural difficulty, which regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visit by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Interventions put in place at SA have had little or no impact.

Statutory Assessment

If after advice from the educational psychologist or other professionals, the school or parent/carers consider that help is needed outside the school's resources the SENCO completes the form requesting statutory assessment by the authority.

Papers are forwarded and passed to a panel who meet and decide whether to proceed with statutory assessment.

Should the panel decide against statutory assessment the school is responsible for looking again at provision for the child and formulating new strategies and a new IEP.

Should the panel agree to proceed the SENCO prepares further documentation about the child, where, in consideration with similar documents from other involved professionals, a Education, Health Care Plan is completed.

At this point the SENCO and class teacher draw up an IEP to meet objectives set out in the EHCP. The EHCP must be reviewed at least annually. The annual review is chaired by the SENCO.

Working in Partnership with Parents

If a parent has any concerns regarding the education needs (Communication and Interaction, Cognition & Learning, Social, mental and emotional health; and Sensory and/or Physical) of their child they are asked to talk to their child's teacher, or our school SENCO (Special Educational Needs Coordinator), Mrs Anderson or Head teacher, Mrs Hepworth. Information regarding our school SEND offer is available on the school website with clear steps parent/carers can follow to seek support and outlines of what to expect.

Equally if a teacher has any concerns regarding a child's educational needs they will contact parent/carers and the same process will be followed.

Monitoring and Evaluating Provision

It is the responsibility of the class teacher to monitor progress, alongside TAs and other colleagues. Please refer to the responsibilities of adults involved below.

Provision Map

A provision map shows all the provision being used in school, in Foundation Stage, Key Stage 1 and 2, for each wave of intervention. Provision for the child is outlined, including the initials of staff responsible and timings. Our SENCO copies and distributes this map to all involved including parent/carers and keeps a record in the SEN file. After 3 to 4 weeks the child is assessed to see if progress is being made. This is discussed in staff meeting and if

progress is not being made staff involved need to decide whether the provision used is wrong and need changing, or if the child needs further provision in the form of an IEP. If the provision is changed then new provision map is completed.

IEPs Individual Education Plans

The IEP sets out targets and teaching strategies that will support the child to make progress. These strategies and interventions are additional to those that the child will receive through the normal differentiated curriculum. They are formulated at meetings involving school SENCO, class teacher, support assistant, parent/carer, child and generally head teacher. IEPs should be focussed on up to three or four key individual targets and should include information about:

- The short term **SMART** targets set for or by the pupil (specific, measurable, achievable, realistic, timed).
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)
- The views of the parent/carer and child

IEPs are to be kept continually under review as a working document. They are reviewed every term. The new IEP is signed by the parent/carer, then a copy is given to them within a week. An electronic record of the IEP is stored by the SENCO and a copy is placed in the child's file in the classroom.

SEN File

The school SENCO is responsible for keeping and updating the SEN file, which is kept in the school office and is accessible to all those working with the child including those responsible for monitoring, (SENCO and head teacher).

The SEN file includes:

- A list of children at each stage of the SEN graduated approach on the Children Requiring Further Provision sheet.
- A Keeping Up analysis record sheet.
- A section for each child's Provision Map and IEP.

Individual SEN Files

Each child has their own file which is kept by the SENCO in a locked filing cabinet in the office. These files contain everything that concerns that child, including Provision Maps, IEPs, reports from outside agencies. Reports are shared with class teachers and those supporting the child's learning.

People who support children with special educational needs/ and or disabilities

The Teacher is responsible for:

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| Mrs Anderson | • Identifying and planning any additional support the child will need. |
| Mrs Hepworth | • Adapting and differentiating the curriculum. |
| Mrs Gill | • Monitoring progress. |
| Miss Barrett | • Working with all members of staff who support the child's needs to ensure that t
are met. |

Special Educational Needs Co-Ordinator (SENCo)

Mrs Barbara Anderson is responsible for:

- Coordinating provision for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to ensure all children get a consistent, response to meeting their needs in school.
- Ensure that the teachers and all staff keep you informed and involved in supporting the child's development.
- Liaising with professionals who may come into school to support the child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Providing specialist support for teachers and support staff in the school so they can help the child (and other pupils with SEND in the school) achieve their potential.
- Preparing an Education, Health and Care Plan where needed.

Leading weekly planning, evaluating and monitoring meetings for teaching and support staff.

Our Specialist Teaching Assistant/Learning Skills Coordinator

Mrs Lesley Wylie is responsible for:

Mrs Wylie, our specialist teaching assistant provides early literacy support, reading intervention spelling and phonic intervention groups and other English support including dyslexia support.

Mrs Wylie is trained to provide maths intervention through the maths recovery programme. She is also trained to deliver the Numicon Intervention Programme.

Mrs Wylie also supports individual and groups of students to develop the skills for learning as outlined in our Learning Curriculum.

She is a key worker in early years.

Teaching Assistants (TAs)

Miss Holmes
Mrs Nelles
Sandra Kendall

Working with the class teacher our experienced teaching assistants work with pupils with special educational needs and/or disabilities, providing targeted support.

These include:

- One to one intervention
- Support in class
- Pre-tutoring

Fiona Josh also specialises in

- Smart Moves
- Providing one to one or group nurture time
- Parent support

The Head teacher Helen Hepworth is responsible for:

- The day-to-day management of all aspects of the school. This includes support for children with SEND.
- Delegating responsibility to the SENCO and class/subject teachers while retaining responsibility for ensuring that the child's needs are met and that they make the best possible progress.
- Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

The SEND Governor Neil Ruddick is responsible for liaising with the SENCo to ensure:

- The school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- The school's SEN funding is appropriately spent.
- The necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Visits are made to the school in order to understand and monitor the support given to children with SEND in school and being part of the process to ensure the child achieves everything he/she is capable of achieving in school.

A Graduated Approach to SEN Support

<u>How can a child get support in school?</u>		
Types of support	What would this mean for the child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
Class Teacher	<ul style="list-style-type: none"> • The teacher is responsible for the education of all children in their class with SEND. • The teacher will have the highest possible expectations for all pupils in their class providing quality first teaching. • All teaching is based on building on what a child already knows, can do and can understand. • Putting in place different ways of teaching so that the child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for the child. • Putting in place specific strategies to enable the child to access the learning task. This may include some support from a Teaching Assistant to help with a particular difficulty. • All pupils' progress is monitored by the class teachers, our school SENCO and Head teacher. Children who are not making the expected progress are identified and action is planned. 	All children in school receive this support.
Additional Support Interventions Specific small group work. Additional Support (SENCo & external agencies input) Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support	<ul style="list-style-type: none"> • Where a pupil requires support which is different to that provided under normal classroom teaching parent/carers will be informed and be invited to discuss and decide what additional support would benefit the child. • Short term targets with outcomes will be set in the areas of need identified for the child (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health & Sensory and/or Physical requirements). • The child's development and progress towards meeting these targets will be monitored during regular meetings with our school SENCO and Head teacher. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Teaching Assistant/ our Specialist Teaching Assistant or an outside professional (like a Speech and Language Therapist) usually using a recognised programme. • At this point parent/carers will be fully involved in discussions and decisions, and asked to come to a meeting to discuss the child's progress and help plan possible ways forward. 	Any child who has specific gaps in their understanding of a subject/area of learning.

	<ul style="list-style-type: none"> • Where specialist professionals work with the child to understand their needs and make recommendations, these may include: • Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • The child being involved in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. • Group or individual work in school run by an outside professional. Parent/carers will always be involved in decisions about how the support will be used and what strategies that will be put in place. • Parent/carers will be provided with the contact details for any agencies or services outside the school that are or will work with the child. 	
<p>Support provided through and Education, Health and Care Plan (EHCP). This means the child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if the child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p>	<ul style="list-style-type: none"> • If, despite well planned, differentiated classroom teaching, intervention group participation and referrals to outside agencies for advice and support that the school has provided from its own resources to enable the child to make progress, the child needs further or more specialist input the school, or parent/carer can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process. Full details are available on the Local Authority (LA) based Local Offer, Cumbria website. • This process is carried out in full partnership with parent/carers and the child. After the request has been sent to the Local Authority, the Local Authority will decide whether they think the child’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment. • If this is the case they will ask parent/carers and all professionals involved with the child to write a report, to which the child can contribute to, outlining the child’s needs and how they will be met and the long and short term outcomes that are being sought. 	<p>Children whose learning needs are more severe, complex and potentially lifelong.</p>

<p>*Local Authority specialist teacher team (for students with a hearing or visual need)</p> <p>*Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service)</p>	<ul style="list-style-type: none"> • If the Local Authority does not think the child needs this, they will ask the school to continue with the SEN Support in school to ensure the child's needs are met. • Where the parent/carer has made an application which has been declined they have a right to appeal. They can contact the school and local authority for further advice and also Parent Partnership; http://www.parentpartnership.org.uk/ • After the reports have all been sent in, an EHC Plan to which parent/carers and the child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that the child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress the child makes with the support identified will be regularly reviewed and changed according to the progress the child makes. 	
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How will school support a child with identified SEND starting at school?

- Parent/carers will be invited to visit the school with their child to have a look around and speak to staff and meet the key person who will work with the child while they are in the school.
- If other professionals are involved, a Team Around the Child (TAC) or Team Around the Family (TAF) meeting will be held to discuss the child's needs, share strategies used, and ensure provision is put in place before the child starts.
- We may suggest adaptations to the settling in period to help the child to settle more easily, but these will be agreed with parent/carers at the TAC meeting.
- If they have not already visited, the child will be invited to school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with parent/carers to review the child's learning and progress.

The staff will then hold regular meetings in school to monitor the progress of the child and invite parent/carers into school regularly to review this.

How can parent/carers let the school know they are concerned about their child's progress in school?

- If parent/carers have any concerns they are asked to speak to their child's class teacher initially, and at the earliest opportunity.
 - If they are not happy that the concerns are being managed and feel that their child is still not making progress they are encouraged to speak to Mrs Anderson, school SENCO or Mrs Hepworth, Head teacher.
- If they continue to have concerns they can speak to the school SEND Governor, Mr Neil Ruddick.

How will the school let parent/carers know if they have any concerns about a child's learning in school?

- When a teacher or parent/carer has raised concerns about a child’s progress, and high quality personalised teaching has not met the child’s needs, the teacher will raise this with Mrs Anderson, school SENCO and a way forward will be planned.
- The teacher will discuss the child’s progress at parents’ evenings when parent/carers will be informed of their child’s progress and any additional support being given.
- Weekly meetings are held between our school SENCo, Head teacher, teacher and teaching assistants to ensure all children are making good progress, or children not making as much progress as expected may be identified.
- If a child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. These groups may take place for a short period or over a longer period of time.
- If the child is still not making expected progress the school will discuss with parent/carers;
 - Any concerns they may have
 - Any further interventions or referrals to outside professionals to support the child’s learning
 How we could work together, to support the child at home/school

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school	<ul style="list-style-type: none"> • Specialist teaching assistant support for English and Maths • Learning Skill Coordinator support • Teaching Assistant Interventions • 1:1 or small group teachers
B. Provided by the Local Authority or Health Service, delivered in school	<ul style="list-style-type: none"> • Specialist teacher for special educational needs • Hearing impairment specialist teacher and teaching assistant • Speech and Language Therapy • School Nurse Service
C. Voluntary agencies	<ul style="list-style-type: none"> • East Cumbria Family Support (a local voluntary service providing support for families as and when needed)

How are the adults in school helped to work with children with an SEND and what training do they have?

- Our SENCO support s teachers to plan for children with SEN. Staff work together as a team. Weekly special needs planning meetings are held to evaluate progress and plan next steps.
- Training needs are planned for staff to improve the teaching and learning of children including those with SEND. This may include whole school training or individual teacher/support staff training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

How will the teaching be adapted for a child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable the child to access their learning as independently as possible. This is generally referred to as Quality First Teaching and this will ensure most children have their needs met.

- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of the child where necessary.
- Specific resources and strategies will be used to support the child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school.
- Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs and increase the child's access to what is on offer.

How will the child's progress in school be measured? And how will this information be shared with parent/carers?

- The child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed regularly in our weekly special needs meetings.
- At the end of each key stage (i.e. at the end of Year Reception, Year 2 and Year 6) all children are more formally assessed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCO will also check that the child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
- Home/school contact book/learning log
- Additional meetings as required
- Annual Reviews
- Yearly reports involving student discussion

Support provided for parent/carers of a child with an SEN/and or disabilities?

- We like to talk regularly to parent/carers so we know what a child is doing at home and we can share information about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. Our morning organisation provides informal opportunities for a chat but we will always make other time available to talk with parent/carers.
- Our SENCO Mrs Anderson, Head teacher Mrs Hepworth, class teachers and our specialist teaching assistant are available to meet with parent/carers to discuss a child's progress or any concerns/worries parent/carers may have. If your child has one to one support the TA involved is also available.
- All information from outside professionals will be discussed with parent/carers by the person involved directly, or where this is not possible, in a report. Mrs Anderson, our SENCO will also arrange to meetings with parent/carers to discuss any new assessments and ideas suggested by outside agencies for the child.
- IEPs will be reviewed with parent/carer and child involvement.
- The child's learning log will be used as additional means of communication with home.

How have we made Armathwaite School physically accessible to children with SEND?

- Much of the school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.

- Our disabled toilet has a hydraulically powered changing bed.

Staff working in specialised provisions are/will be trained in these areas.

How will we support children when they are leaving this school?

We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When a child is moving classes in school:

- Transition is strongly supported by the staff team working with all children in our small school.
- Transition will be planned for by staff involved and discussed with parent/carers and the child.

If the child is moving to another school:

- We will talk with the child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible
- We will contact the new school’s SENCO and ensure s/he knows about any special arrangements or support that needs to be made for the child
- Where possible we will support transition visits to the new school in advance of the move
- We will make sure that all records about the child are passed on as soon as possible

In Year 6:

- We will work with the child to support their understanding of the changes ahead.
- We will work with the secondary school SENCO and their team to discuss how best to prepare for transition and to share information about the child’s specific needs.
- Where possible the child will visit their new school on several occasions and in many cases staff from the new school will visit the child in this school.
- Opportunities for parent/carers to meet staff from the secondary school will be made available when and wherever possible.

Glossary of Terms	
IEP	Individual Education Plan
SA	School Action Stage of the SEN Code of Practice
SA+	School Action Plus of the SEN Code of Practice
S	Statement stage of the SEN Code of Practice
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
EHCP	Education Health and Care Plan
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Education Needs Coordinator