

Albion Primary School Special Educational Needs Information Report

Introduction

Albion Primary School is an inclusive school where all children have access to a broad and rich curriculum and high quality teaching. At Albion we provide a happy and caring environment that supports children and encourages them to work hard, develop independence and an enthusiasm for learning. Our school motto 'Learn to do well' forms the foundation of our ethos.

At Albion there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the whole school community.

The range of support deployed is tailored to each individual's need, following thorough assessment by internal or external specialists. It is designed to promote pupils working towards becoming independent, resilient and ambitious learners.

Albion Primary School's SEN Information Report enables you, as parents of children with Special Educational Needs and Disabilities (SEND), to clearly see how our school can best meet the needs of your child.

Name and contact details of Special Educational Needs Coordinators

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Written: September 2015

Revised: November 2018

Signed off by Governors: March 2017

Next revision date: November 2019

What are Special Educational Needs and Disabilities?

The Code of Practice 2015 states that:

'A pupil has Special Educational Needs and Disability when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.'

The four broad areas of need identified within the SEN Code of Practice 2015 are:

- Communication and Interaction (speech articulation, stammering, speech and language delay, autism)
- Cognition and Learning (global learning difficulties, dyslexia, dyscalculia)
- Social, Emotional and Mental Health Difficulties (anxiety, depression, eating disorders, obsessive compulsive disorder)
- Sensory and Physical Needs (visual impairment, hearing impairment, sensory needs, toileting issues, physical disability)

Albion Primary school is committed to meeting the SEND needs of all children who attend the school.

What support is available for my child with SEND?

We may provide additional and different provision where necessary in order to support children with Special Educational Needs and Disabilities (SEND).

If your child has **Communication and Interaction** needs, support may include:

- Learning support from Class Teachers, Teaching Assistants and the SENDco
- Core and additional Speech & Language Therapy from the Speech and Language Therapist and/or from trained Teaching Assistants providing support
- Outreach advice and support from the Early Help Team. This may include Makaton or other alternative communication systems from the Speech and Language Therapists and trained Teaching Assistants
- Outreach support for Autistic Spectrum Conditions from the Early Years Autism Support Service or Mainstream Autism Support Service
- Individual workstations
- Personalised social stories drafted by the Speech and Language Therapists, Autism Specialist Teachers or the SENDco
- A range of communication and interaction groups running once or twice weekly targeting attention, listening, vocabulary development, grammar, comprehension and confidence

If your child has **Cognition and Learning** needs, support may include:

- Learning support from Class Teachers, Teaching Assistants and the SENDco
- Planning which is highly differentiated with appropriate interventions
- The use of diagnostic tools to assess and highlight strengths and difficulties
- Specialist assessment from an Outreach Specific Learning Difficulties Advisor(Dyslexia)
- Daily individual multisensory reading and spelling programme for dyslexics from Teaching Assistants
- A Dyslexic-supportive classroom environment, appropriate strategies and resources including The Toe by Toe programme
- Small group support for mathematics from trained Teaching Assistants delivering a range of programmes
- Educational Psychology assessment and advisory support
- Small group phonic support from a Literacy Specialist and/or from trained Teaching Assistants using Letters and Sounds resources

- Individual reading support from trained Teaching Assistants
- Personalised arrangements for end of Key Stage 2 SATs and transition to Key Stage 3

If your child has **Social, Emotional and Mental Health** needs support may include:

- Support from Class Teachers, Teaching Assistants, School Community Worker and the SENDCO
- P2B individual therapeutic support from our Child Counsellor
- Outreach advice and support from specialist staff at Summerhouse Pupil Referral Unit
- Outreach advice and support from the Early Help Team
- Personalised Behaviour support programmes from the SENDCO and Inclusion team
- Play sessions for targeted pupils at lunchtimes.
- Specialist support for children and their families from the NHS Child and Adolescent Mental Health Service (CAMHS)
- Place2talk self-referrals
- All about me survey/Pupil voice
- Extended day services, breakfast club, lunchtime club and holiday clubs
- Support from social worker

If your child has **Sensory and Physical** needs, support may include:

- Support from Class Teachers, Teaching Assistants and the SENDCO
- Referral for assessment as necessary to the NHS including Community Paediatricians, Hearing Support Service, the Occupational Therapy Service and the Physiotherapy Service
- Delivery of occupational therapy advice and programme by the Occupational Therapist and trained Teaching Assistant
- Delivery of physiotherapy advice and programme by the Physiotherapist and trained Teaching Assistant
- Sensory and physical aids, resources and equipment to support learning in the classroom and wider school environment
- Mobility management plans drafted by specialist staff
- Self-care management plans drafted by specialist staff
- Medical care plans drafted by the School Nurse, Specialist Nurses and/or other medical professionals
- Liaison with a range of medical professionals as needed

What funding is available for my child if they have special needs?

SEND Budget

The local authority allocates a budget to provide for the educational needs of all children who attend Albion Primary School. Within the budget there is specific funding to meet the additional needs of children with Special Educational Needs and Disabilities (SEND).

Children with Educational Health Care Plans

The school finance the first £6000 pounds of any Educational Health Care Plan (EHC plan) using funding from the allocated SEND budget. Support is then provided for children with EHC plans, as specified within their EHC plan. This provision is individually designed to meet the child's specific needs and to work towards the objectives set out in their plan. (See what is an EHC plan?)

Use of Funding and Allocation of Resources

The Head teacher and SLT deploy teachers and support staff to classes across the school to meet the needs of all children including SEND children. During Pupil Progress Meetings, discussions are held about the needs of individual children. Provision and interventions are then put in place to support the needs that have been identified.

External Agencies and Specialist Provision

The school purchases Speech and Language provision through the NHS for children aged 5 and over. Therapists assess, provide advice, set targets and devise programmes to support the needs of children with speech and language difficulties. Groups of children with similar needs are identified and a specific group programme is carried out e.g. Word Explorers, Little Listeners, Terrific Talkers and Talking Tables.

The school also purchase support from the Early Help Locality Team, which includes:

Educational Psychologist Team

Education Welfare and Attendance service

Family Support

Social Worker

Autism Support Service

Dyslexia Advisory Service

Behaviour, Social, Emotional Needs Specialists (Summerhouse PRU)

Cherry Outreach Support Service (SEND specialist schooling)

A referral form for Early help is used by the SLT or SENDCO when it is necessary to access further specialist support from the Early Help Locality Team.

At Albion, we are committed to working closely with all agencies involved with children and their families. Meetings are organised to include parents and all professionals to ensure a consistent approach is established to support the family and/or child. These are known as Team Around the Child (TAC) and Team Around the Family (TAF) meetings.

Other services are paid for by the Local Health Care Trust but support or advice may be delivered in school by a specialist or TAs trained by them. These may include:

School Nursing Team

Physiotherapy Service

Child and Adolescent Mental Health Service (CAMHS)

What is an Educational Health Care Plan?

If your child has a high level of need, this may lead to an Educational Health Care Plan (EHC plan). You, your child and the school (SLT) can request that the local authority conduct an in depth assessment of your child's needs. The assessment involves gathering reports from all specialists working with your child; this is then reviewed by a panel of educational professionals who may agree that an EHC plan is needed. Your child's view will also be gathered and viewed as part of the plan.

The purpose of an EHC plan is to make special provision to meet the educational and/or health needs of a child or young person. The plan is to ensure, improved outcomes for your child across education, health and social care. The plan remains in place as your child gets older and supports the young person into adulthood.

An EHC plan will contain

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Agreed outcomes to maximise child's progress
- Specific provision required and how education, health and social care will work together to meet your child's need and support the achievement of the agreed outcomes

The progress of children with an EHC plan is reviewed formally at an Annual Review with all those involved with your child's education and care. This will also include your child's view.

I am worried that my child is not making progress. Who are the best people to talk to in school?

Your class teacher is always your first contact if you have any concerns about your child and their progress.

Class Teacher

The class teacher is responsible for:

- Carrying out baseline assessments when your child arrives at school and using this information to accurately identify areas of need
- Ensuring lessons are planned to address potential areas of difficulty with a focus on any barriers to learning
- 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 in a group from a teaching assistant)
- Writing Learning Support Plans (LSPS) and targets, sharing and reviewing these with you at least once each term, to inform planning for the next term
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that your child can achieve the best possible progress. This may involve the use of specially planned work and resources, specialist help from outside the school and/or additional adults working with them
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND
- Maintaining an appropriate dialogue between school and parents about your child. This would usually be through a quick chat at the end of the day, an after school meeting, a phone call, or through a home/school contact book. In addition, you will be invited to meet teachers more formally three times a year

There are five assessment periods through the year and after each one every child's progress is discussed in pupil progress meetings. Your child will be known to the SENDco, Phase Leader and Senior Leadership Team. You may wish to arrange a meeting with the SENDco or Phase leader if you continue to have concerns.

Phase Leader

The Phase Leader is responsible for:

- Supporting and positively promoting the achievements of all pupils in their phase
- Consulting with the class teacher and co-ordinating support in all phase meetings
- Ensuring a smooth transition between classes and Key Stages

- Working alongside the SLT to plan strategies and interventions for children to address areas of concern and weakness
- Ensuring that work is well differentiated taking into account the different levels of ability and ages of the children in each class
- Ensuring all team members attend appropriate INSET and that it is disseminated to colleagues
- Planning/Providing/Arranging appropriate CPD for all staff

SENDco

The SENDco is responsible for:

- Coordinating all support for SEND children
- Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school
- Ensuring that Parents/Carers are involved in supporting their child's learning
- Ensuring that Parents/Carers are informed about the support their child is receiving, through verbal and written reports from Specialists
- Ensuring that Parents/Carers are involved in reviewing their child's progress and included in the process of planning ahead
- Listening to concerns, planning next steps and making possible referrals to outside professionals for advice and support
- Liaising with all specialist services who may contribute to and support your child's learning e.g. Educational Psychologist and Speech Therapist
- Supporting your child's class teacher to write Learning Support Plans (LSPs), which specify the targets set for your child
- Monitoring pupil progress termly across the school to make sure pupils with SEND are identified and addressed as early as possible
- Leading and co-ordinating Annual Review Meetings
- Ensuring staffing levels are appropriate for meeting the needs of your child
- Updating the school's SEND register (a system for ensuring all SEND needs of pupils in this school are known)

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The overall strategic development of the school
- Ensuring that the Governing Body is kept up to date about any issues arising in the school
- Allocating responsibility to the Deputy Headteacher, Phase Leaders, SENDco and class teachers

SEND Governor

The SEND Governor is responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making visits to school to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential

How will my child be supported when starting at Albion, moving up to their next year group, or leaving Albion at the end of year 6?

At Albion we recognise that transitions from class to class or moving on to secondary school will be a challenge for some children. We endeavour to ensure that every transition is a smooth and positive experience.

Admissions

- Applications for reception or any other year group are managed by Southwark Council http://www.southwark.gov.uk/info/200289/primary_school_admissions

Starting at Albion

- Your child's new teacher and/or SENDco may visit them in their current setting or at home
- Pre visits to Albion maybe set up before your child starts school
- A gradual/ staggered start maybe implemented to support your child in this new setting

Moving to the next year group

- Information about individual pupils are passed on to the new class teacher in advance and handover meetings are planned to ensure the new teacher receives as much information as possible from the outgoing teacher
- Recent Learning Support Plans (LSP) and reports are shared with the new teacher
- Your child's new teacher will visit them in their current classroom
- Your child will spend time in their new class before they move

Leaving for Secondary school

- At the Year 5 Annual Review we will discuss with you, your preference of school and which schools may be most suitable for your child. Your child's specific special educational needs will be the focus of this discussion
- In Year 6 all parents have a 1:1 meeting with the Headteacher to determine final choices of secondary schools before the transfer form is submitted
- If necessary, visits to new schools are arranged through the summer term to support successful transition
- Where possible a teacher or SENDco from your child's new secondary school will visit them at Albion
- We will make sure that all records about your child are passed on in advance of their arrival

How will teaching be adapted to meet the needs of my child?

All children are entitled to excellent classroom teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn and remove potential barriers, which may be suggested by the SENDco or specialist staff.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able children. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my child's access to learning be supported?

In class

- Visual timetables, Now and Next boards
- Basic Makaton for class & individuals
- Further differentiated activities - in addition usual practice
- Extension activities
- Learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. Communicate in Print/Picture aids
- Use of IT programmes in class to reinforce strategies
- Ability setting
- Alternative recording methods
- Additional arrangements during tests
- The TEACCH approach - an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD

Withdrawal support

- Learning support after school clubs
- Intensive withdrawal programmes for key skills strategies
(e.g. Success@Arithmetic, 1:1 reading, Funky phonics, Number Box, 1st class@maths 1 & 2.)
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Access to a specialist teachers offering advice both to staff and parents
- Small group numeracy intervention programmes
- 1:1 writing or reading tuition

What pastoral support do Albion offer SEND children?

At Albion, we strive to ensure that a range of services are available to support all children's needs; SEND children working alongside children who do not have SEND. Where this cannot be provided in school, external specialists will be commissioned. At Albion we offer:

- Small group programmes including social skills groups
- Friendship groups with Friendship ambassadors
- Playground friends
- 1:1 mentoring
- Place 2 be
- Place 2 talk self-referral service
- Wide range of after school clubs and activities including homework club
Breakfast club
- Extended day
- Supported play with an adult
- Planned TAC and TAF meetings (Team Around the Child or Family)
- School journey through out key stage 2
- A School Community worker
- Weekly Celebration assemblies
- Lunchtime clubs
- Art specialist
- Lunchtime Fun Club
- Peer mediation
- Play makers

We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. At Albion, we are aware that children with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For full information about how we deal with bullying, please see our behaviour policy.

How accessible is Albion to SEND Children?

Albion was rebuilt and reopened in October 2017 with a new building, it is fully compliant to Disability Discrimination Act 2005 and Buildings regulation 2000, thereby providing access for all.

We ensure all equipment used is accessible to all children regardless of their need. Most school provision is accessible for all children including those with SEND and we do our best to ensure that wherever possible all children are included. We strongly encourage all children including SEND children to participate in school journey and after school clubs.

We also ensure that pupils with SEND are included and represented in groups and activities in which children are able to express their views about school. These include the School Council and the Annual pupil survey.

The school follows the test administrators' guide and other guidance issued by the Standards and Testing Agency to ensure that all children can access and participate in tests and exams. We apply for extra time for some children with SEND and ensure that all resources necessary are provided.

The school has an accessibility plan that is reviewed regularly. (See school website for policy)

What training do Albion staff receive to help my child?

At Albion we believe that your child's learning needs will be firstly met through high quality inclusive teaching delivered by class teachers. All staff regularly take part in training to ensure high standards are maintained.

Regular training is planned in school for all staff to support their work with SEND children. This includes whole school training on SEND issues such as Dyslexia and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by a range of specialists that are relevant to the needs of specific children in their class. In addition, the SLT and SENDCO support and advise the class teacher in planning for children with SEND.

Where can I find further support?

GENERAL SUPPORT

Southwark Local Offer: For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: www.localoffer.southwark.gov.uk

Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://localoffer.southwark.gov.uk/information-advice-and-support?> You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM

National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness.

Website: <http://www.autism.org.uk/>

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: southwark@nas.org.uk Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: www.resourcesforautism.org.uk Email: liza@resourcesforautism.org.uk
Tel: 020 8458 3259

ADHD

ADDISS The National Attention Deficit Disorder Information and Support Service

provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm> Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

ALL DISABILITIES

Contact a Family is a UK-wide charity providing advice, information and support to the parents of all disabled children, no matter what their disability or health condition. They enable parents to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a Family generally please see

Website: <http://www.cafamily.org.uk/> Details of the Southwark branch are as follows: Cambridge House, 1 Addington Square, London SE5 0HF, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799

KIDS is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers).

KIDS London: 7-9 Elliott's Place, London N1 8HX Website: www.kids.org.uk Tel: 020 7359 3635

KIDS London SEN Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: 0207 359 3635

Parents' Voices this is a Southwark Parent Carer's Council run by parents who have children with a disability.

Website: www.southwarkpcc.org.uk

Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.

Website: <http://www.scope.org.uk/> Email: helpline@scope.org.uk Tel: (call free on: 0808 800 3333)

DOWN'S SYNDROME

Down's South London (DSL), is a parent run charity based in Peckham that provides a free early intervention therapy service for children (0-6 years) from South London. Assists their physical, language and emotional development. Email: gundy@dircon.co.uk Telephone: 020 7701 9521

DYSLEXIA

The Dyslexia - SPLD trust is a collaboration of voluntary and community organisations with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.

Website: <http://www.thedyslexia-spldtrust.org.uk> Email: info@thedyslexia-spldtrust.org.uk Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. They lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk> Tel: 01296 432339 Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)

Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects of the condition.

Website: <http://www.dyspraxiafoundation.org.uk> Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk Email: helpline@ndcs.org.uk Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/> Email: help@ican.org.uk Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits.

Website: www.rlsb.org.uk Email: enquiries@rlsb.org.uk Telephone: 01732 592500

How do I complain?

The first point of contact should always be the class teacher. The SENDCO and Headteacher are also available to discuss your concerns. If the issue is not resolved, parents may make a formal complaint via the schools complaints procedure.

SEND Tribunal

If parents are not in agreement with a decision made by the Local Authority regarding a EHC plan, they can access mediation services or apply to the SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and the SEND tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

Glossary of terms

LSP	Learning Support Plan
SENS	Special Educational Needs Support
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SaLT	Speech and Language Therapist

CAMHS	<i>Child & Adolescent Mental Health Service</i>
EP	<i>Educational Psychologist</i>
SENDCO	<i>Special Educational Needs Coordinator</i>
ASD	<i>Autistic Spectrum Disorder</i>
SLT	<i>Senior Leadership Team</i>
CPD	<i>Continuing Professional Development</i>

