



Special Educational Needs and Disability (SEND) Information Report

(Updated September 2016)

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Vision Statement

Brooklands Farm Primary School is committed to providing a safe, stimulating learning environment that meets the needs of all pupils, including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Brooklands Farm Primary School is an inclusive school which means all children regardless of their need, are provided with equal access to education. The school offers the following range of provision to support children with; cognition and learning, communication and interaction, sensory, social and emotional and complex medical and physical needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Please find below answers to frequently asked questions with regard to provision for children with SEND within school.

1) How do we identify and assess pupils with SEN?

Class teachers are continually aware of children's learning through formative assessment and the regular assessment cycle which is part of the overall approach to monitoring progress of all children. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Concerns about lack of progress could relate to a child's; cognition and learning, communication and interaction, sensory, social emotional and mental health, complex medical and physical needs. Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

To obtain further understanding of a child's learning difficulties, we may use further assessments such as:

- First Assess Communication Tool (FACT)
- Salford Sentence Reading and Comprehension Test
- Single Word Spelling Test
- Phonological Assessment Battery (PhAB)
- Dyslexia Screening Test (DST)
- Dyscalculia Screening Test

Progress in areas other than attainment are also considered e.g. where a child may need to make additional progress with social interaction in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties.

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural assessments – e.g. Boxall Profile
- Observation schedules e.g. for behaviour, concentration and attention
- British Picture Vocabulary Scale (BPVS)
- Assessment of Comprehension and Expression (ACE)
- Autism - From diagnostic pathway to intervention checklists

Other ways in which children are identified as having additional needs are:

- Liaison with a child's previous school/early years setting
- Concerns raised by parents/carers
- Concerns raised by a child's class teacher or SENCo
- Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
- Liaison with external professionals (e.g. speech and language therapist)
- Medical diagnosis

In addition, school commissions the services of an independent Speech and Language Therapist – Mrs. Melissa McIlhiney who supports us in identifying the speech and language needs of our children using a range of specialist assessments.

The school also commissions the services of an Educational Psychologist- Dr Jayne Tansley who supports in identifying learning and social and emotional difficulties.

A child will only be added to the SEN support register after consultation with the parents or carers.

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy document.

2) What is our approach to teaching children with SEN?

The fundamental aim of our school is to enable each child to be all that they can be. To embrace and fulfil their unique potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child. The school takes specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for each child's learning journey.

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.

Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo's and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

At Brooklands Farm, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCos, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential.

Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of

difficulty are identified and assessed at the outset (with support from Milton Keynes specialist teaching team if appropriate), without the need for disapplication.

Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

3) What should a parent/carer do if they think their child may have special educational needs (SEND)?

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Special Educational Needs Coordinator (SENCo) assigned to your child's year group.

The SENCos at Brooklands Farm are:

Rachel Fox - Early Years SENCo - Fen Street Campus

Claire Townrow - KS1 - Fen Street Campus

Sam MacDonald - SENCo for Countess Way Campus

Ben Williams - KS2 SENCo/specialist teacher - Fen street Campus

The Special Educational Needs Coordinators (SENCos) – are responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement transition to a new class or school

4) How do we consult parents of pupils with SEN and involve them in their child's education?

Throughout the year there are two parents' evenings and there is an end of year annual report to parents. There is also a curriculum Tea in the autumn term, where parents can discuss the expectations for the new academic year.

Parents are invited to review and actively contribute to their child's 'Outcome focussed target sheet' on a half termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting. These meetings take the form of structured conversations, which the school has found a successful format in actively involving parents and children in setting outcomes.

Our parents appreciate the 'open door' policy whereby the teaching staff are easily contactable via the school office/telephone/e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach their child.

Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist. Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers from the local authority).

The progress of children holding a Statement of SEN or Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y6 annual reviews, the SENCo of the receiving high school is usually invited to attend.

5) How do we consult pupils with SEN and involve them in their education?

Children's self evaluation is fundamental in the child having ownership of their own learning journey and is therefore at the core of teaching and learning at Brooklands Farm. Children are supported to think of their next steps for development and how best to develop in these areas in school and at home.

Listening and acting upon children's views are part of the structured conversation approach that the school adopts to develop children's outcome focussed targets.

The school also collects views from all children in school through weekly 'Tell me Tuesdays' which include topics surrounding inclusion.

6) How do we assess and review pupils' progress towards their outcomes?

Our school's Assessment Policy (available on request in school) outlines the range of assessments regularly used throughout the school.

For pupils under SEN support, the evaluation of individual outcome focussed targets takes place half termly and are reviewed with parents and children.

The progress of children with speech and language needs is assessed and reviewed regularly throughout the year by NHS Speech and language therapy services

and the therapist commissioned by school – Mrs. McIlhiney. A cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with our commissioned Educational Psychology service.

An Annual Review is held for children with Statements of Special Educational Needs or EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary.

When children are assessed by one of the school's SENCos or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets.

When assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom is provided as far as is permitted during tests.

7) How will school support a child if they have been identified as having SEND?

At Brooklands Farm we endeavour to meet the needs of all children through quality first teaching by personalising each child's learning journey. We use an approach to teaching referred to in school as orchestration of learning. This approach builds resilient and independent learners giving children ownership of their own learning journey from an early age. This allows the teacher to maximise the time spent working with children in small groups and individuals to move each child forward. This approach has its foundations in research carried out by the Education Endowment Fund on the most successful interventions for accelerating progress (studies have shown that increased levels of high quality feedback and metacognition - learning how to learn, have the greatest impact on pupil progress).

The school has a number of interventions in place for children who require additional support outside of quality first teaching e.g. Better Reading Partners, Accelerated Reader, Read Write Inc., Precision Teaching, Pre and Post teaching, Speech and Language support programmes as well as small group maths work.

We also have several interventions to support children with social and emotional difficulties, these are Play as therapy, Lego therapy and Art therapy and are all delivered by trained members of staff.

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologists, speech and language therapists, occupational therapists, specialist teachers from Milton Keynes SEND Team). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

In addition to working closely with our speech and language therapy colleagues within the NHS, we commission the services of a speech and language therapist – Mrs. Melissa McIlhiney who works directly with children in school and provides training, advice and support to staff with regard to individual children and general or specific speech and language issues. We also commission the services of an Educational Psychologist, Dr Jayne Tansley, who works with children, families and teaching staff to offer support and advice for children with SEND. The school also commissions the services of a part time social worker who works directly with families experiencing difficulty.

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of ‘sensory breaks’, access to area of quiet retreat, personalised schedules or sequence strips.

The Hive provision

For a small number of children in school, experiencing a high level of difficulty self regulating their emotions, we are able to offer them a more personalised curriculum. In this learning environment, their underlying difficulties can be further understood and strengths and areas for development nurtured within in a small classroom environment known as ‘The Hive’. The curriculum follows the year group curriculum and close links are maintained with both the teacher in the Hive (Ben Williams) and the child’s main teacher. The teacher of the Hive will follow, use and adapt the planning followed by the year group. One of the most integral components of the provision is the involvement of parents and carers – they are an implicit part of the selection, monitoring and reintegration process. The outcome of the intervention will be full reintegration into their main classroom.

Personalised support strategies will be discussed and reviewed during the ‘Outcome focussed target meetings’ for children under SEN support.

8) How do we adapt the curriculum and learning environment for a child who needs extra support or SEND?

Quality teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet 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 both success and challenge in their learning. (Please refer to the Teaching, Learning and Thinking Policy)

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

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.

Small group rooms (learning pods) are available across the school to provide quiet work areas for 1:1 or small group work

School always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with literacy difficulties; use of sensory breaks, sensory cushions, weighted blankets for children with sensory issues).

We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities. All classrooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. We strive to ensure that all classrooms are speech and language friendly including use of visual feedback, ‘chunking’ of instructions, allow processing time and pre-teaching of key vocabulary. We commission the services of a Speech and Language therapist to work directly with children in our school and provide training, support and advice to staff.

9) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

All extra-curricular activities (listed on this website) are available to all children as well as before and after school care. Residential trips in Years 5 and 6 are also available to all children.

Extra swimming and Rock climbing sessions have been made available to a small number of children with SEND needs.

Nurture lunch is available for all children to access but more specifically to support children with social communication and social and emotional difficulties at lunch time.

School trips are available for all. Risk assessments are carried out and procedures are in place to enable all children to participate

However, if it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

10) What support is offered from us to ensure the wellbeing of the child who require extra support or SEND?

Monitoring the wellbeing of every child is at the heart of Brooklands Farm. Children and staff are all trained in reading each other's well being and acting accordingly. Morning and afternoon check in circles are based on the children discussing and sharing their well being with others. Teachers record the well being of each child and this data is analysed and actions taken.

If a child has a general low well being then the cause will be discussed with the child and parent with personalised strategies put in place accordingly. If a child under SEN support has a low well being eg due to low self esteem, then improving this could become one of their targets and form part of the discussion during their outcome focussed target meetings.

Specialist advice from outside agencies may also be sought. Either from the local authority specialist teaching team or the Educational psychologist, Jayne Tansley. The school also commissions the services of a part time social worker and pastoral support workers (Sarah Langford and Stacey West) who may be involved through working with the family or acting as a learning mentor for the child.

The school run a new to school programme which is carried out by a pastoral support worker. This is to support families joining the school to help to alleviate any anxieties they may have and making them feel part of the Brooklands Farm Community.

There are also several intervention programmes (play as therapy, lego therapy, and art therapy) run by trained members of staff to support children with any social and emotional difficulties they may be experiencing. Parental consent is sought prior to these interventions.

During lunchtimes there is also a nurture lunch facility available every day to support children with a low being or social and emotional needs.

There are always trained members of staff supervising during break and lunchtimes and a trained first aider on duty during all break times and lunchtimes.

11) What specialist services and expertise are available at or accessed by the setting?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The school organises meetings and seeks advice and support from the following:

- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits who specialise working with children with SEND
- EMA Network (Ethnic Minority Achievement Network) visits
- Medical Professionals – requesting advice as needed
- (CFP) Children and Families Practice MK
- (CSC) Children's Social Care
- Private speech and Language therapist
- Private Educational Psychologist
- Part time social worker in school

We are also part of the Fairfield's Teaching Alliance an outstanding special school, who deliver training on inclusive practices. The school also has links with The Grey's Academy, an outstanding alternative provision academy.

For matters other than safeguarding, parental permission is sought prior outside agency involvement

12) What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

We currently have three members of staff who have completed the Nationally accredited SENCo Award. This is a requirement for a SENCo to gain within three years of being in post.

The SENCos expertise and training:

Rachel Fox - Has completed the SENCo award(National award for special educational needs coordination) and has previously worked in a special school and specialises in early years speech, language and communication

Juliette Roberts - Has completed the SENCo award

Claire Townrow - Will be starting her SENCo award training this year

Sam MacDonald - Will be starting her SENCo award training this year

Ben Williams, is undertaking a three years Masters at the University of Northampton in Special Educational Needs and Inclusion and has also completed the SENCo award.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND in class. Recent training has covered :

- Literacy and numeracy - including how to scaffold questions to support children with additional needs. Dyslexia training
- Speech and Language training
- Nurture/ Social and emotional needs - including play as therapy, art therapy
- Behaviour support and management. Including Challenging behaviour in the classroom for several NQTs and working with children with behavioural difficulties for TAs
- Autistic spectrum Disorder
- Medical needs and support - staff are trained at least bi-annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis

Speech and Language training is also delivered by Melissa McIlhiney, a speech and language therapist commissioned to work directly in our school. An educational psychologist Jayne Tansley who is also commissioned to work in our school delivers support and advice to teachers and teaching assistants working with children with additional needs.

General support and ongoing advice is given from the school's SENCOs with regard to the implementation of specific interventions and the creation and monitoring of outcome focused target sheets.

As part of the Achievement for All programme all staff members have access to resources regarding inclusion; including training in speech and language and governor training on SEND reforms. All teaching staff received training on how to carry out structured conversations as part of the programme.

Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

13) How accessible is the school environment?

The school is compliant with all the Disability Discriminations Building regulations set out in the 2005 Act

14) How will we prepare and support the child who needs extra help or SEND to join the school, transfer to a new setting or the next stage of education?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School SENCo and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals

We will ensure that all confidential records are passed on as soon as possible. The school may put passport in place to support transition process.

When moving classes in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class and teacher will be provided for both parents and children

As a school we carry out transition to the new year group two weeks before the end of the summer term. This allows the children to settle into their new class, get to know their new teacher and thus reducing the level of anxiety they may feel over the holiday period and enabling them to settle more quickly in September.

Year 6-7 transition

The SENCo and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.

15) How does the school secure specialist facilities and equipment ?

This is carried out through discussion with specialist agencies involved, through discussion with parents and through discussion with our Head teacher.

Equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASD; provision of coloured overlays/exercise books for children with dyslexic tendencies; provision of equipment e.g. sensory cushion and implementation of strategies e.g. sensory breaks for children with sensory issues.

We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be

required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.

If specialist provision is required eg through one to one support or a specialist piece of equipment, then the may request additional funding from the local authority. This would be the case if the children did not have a statement of special need or EHC plan or this was not part of the resources allocated on their plan.

16) How do we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. The school commissions the services of an independent speech and language therapist and an educational psychologist to work directly with children in our school and to provide advice and support to staff in addressing SEND needs throughout the school. In addition, school may seek advice from Milton Keynes specialist teaching team - the speech and language therapy and occupational therapy services (NHS) involved with individual children, support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children.

School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

Our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.

Liaison meetings are held in the summer term with nurseries in the area before children enter our Reception classes.

The Local Authority's CAF procedures (including Early Help support) are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate.

17) How do we evaluate the effectiveness of our SEN provision?

Pupil progress meetings are held every six weeks involving teachers, Heads of Year and SENCos. In these meetings, the progress and attainment of children under SEN support is discussed. If a child has been in an intervention, then assessments pre and post intervention are used to measure rates of progress and therefore whether the intervention has been successful. Depending on it's success, for that child, the intervention will either continue, be amended, an

alternative intervention started or stopped. If it is apparent early on that an intervention is not working for a particular child then alternative provision will be made prior to the pupil progress meeting.

Attainment and progress data for children with SEN is analysed within small schools to highlight effective strategies, interventions or gaps and inform any subsequent provision.

The provision for each child under SEN support is reviewed half termly during outcome focussed target meetings with the parents and child.

Monitoring also takes place by senior leaders and SENCos of SEN provision eg through classroom observations.

Provision around particularly vulnerable children is also discussed and evaluated during weekly Team around the Child meetings involving senior leaders and management.

The school also has annual assessments from external agencies to assessing the school's SEND provision. The latest carried out in June 2014 by the Inclusion Quality Mark deemed the school to be a centre of excellence for inclusive practice. The report is available on the school's website under inclusion information.

18) What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

Please see 'How to comment or complain' in the Parents section of the website.

19) What are the contact details of support services for the parents of children with SEN

The first point of contact should be your child's class teacher. Appointments can be made via the school office. You may then be directed to the SENCo overseeing your child's year group (see question 3 for contact details)

The Milton Keynes local offer provides information for parents and carers regarding the support and facilities for families of children with SEND. It also provides information regarding Educational Health Care Plans.

You can find the local authority's Local Offer via:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

The phone number is: 01908 691 691

Other support services that provide information and advice:

Parent Partnership Advice Line Milton Keynes

Tel: 01908 254518

Galley Hill Education Centre

Stony Stratford

Milton Keynes

MK11 1PA

Virtual school : Education Professional responsible for children who are looked after.

Web address:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/the-child-looked-after-cla-team>

Milton Keynes Child and Adolescent Mental Health Service (CAMHS)

Web address:

<http://www.cnwl.nhs.uk/service/milton-keynes-camhs/>

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score

ASD	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SPLD	Specific Learning Difficulty

VI	Visual Impairment
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