



SPECIAL EDUCATION NEEDS and DISABILITY (SEND) POLICY

Responsibility	Jan Stoney
Date of last review	September 2016
Date of next review	September 2017

Perschore High School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy.

1. Aims of the Policy

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

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

2. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. **The kinds of special educational needs for which provision is made at the school**

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs could be better met in specialist provision.

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

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional, mental health
 4. Sensory/physical
- A pupil asks for help.

5. What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning then please initially discuss these with your child's subject teacher, form tutor or Head of House. This then may result in a referral to the school SENCo whose name is Mrs Stoney who may be contacted on 01386 552471 ext 345 or js@pershore.worcs.sch.uk. Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo, external verifiers;
 2. ongoing assessment of progress made by pupils with SEND;
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
 5. pupil and parent feedback on the quality and effectiveness of interventions provided;
 6. attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Leadership Team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an 'assess, plan, do and review' model:
 1. **Assess:** Data on the pupil held by the school will be collated by the tutor/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
 2. Special Educational Needs Support Service
 3. Learning Support Service
 4. Worcestershire Dyslexia Pathway
 5. Integrated Specialist Support Service (ISSS) – Complex Communications Difficulty (CCD)
 6. Hearing Impairment team
 7. Visual Impairment team
 8. Autism and Sensory Support
 9. Educational Psychologist
 10. Educational Welfare Officers
 11. Physical and Disability Support Service
 12. Social Services
 13. School Nurse
 14. Child & Adolescent Mental Health Service
 15. Speech and Language Therapy
 16. Worcestershire's Children's Service for Gypsy Roma Traveller (GRT).
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
 - For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7. How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8. How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the Student Planner a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the tutor or subject teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01386 552471.

9. How will parents be helped to support their child's learning?

- Please look at the school website (www.pershore.worcs.sch.uk) which links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The tutor/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10. What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has an Anti-bullying Policy which is reviewed annually for its provision in regard to ensuring pupils' safety by external agencies. Quotes from this audit included that: "Students are kind, helpful and respectful towards one another. They say that bullying, in any form, is simply not tolerated, either by staff or by the students themselves, and that they are committed to 'looking after each other'."

11. Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Personal Health Care Plan proforma, to be completed by parents in conjunction with health professionals and then agreed with the school.
- Staff who administer medication will complete formal training in first aid.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school's Medication Policy.

12. What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

13. What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with social, emotional and mental health needs
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to the SENCo and some Teaching Assistants on:

- Leading a Nurture Group
- Attendance at the termly SENCo updates

Specialist training has been provided to the SENCo on:

- The SEND Coordination award.
- The school has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Governor with specific responsibility for SEND has completed the SEND Governor training.

14. How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15. How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spots marked and located near to the main school entrance.
- Some steps are edged with white to ensure they are easier for those with visual impairments to negotiate.
- The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. In particular we aim to replace mobile classrooms with permanent ones, providing easier access.
- Lifts to first floor areas have been installed.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A 'Time Out' and Nurture room is provided to support inclusion in the mainstream classrooms for vulnerable pupils.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, and is available via the school website.

16. How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme, including an Induction Day, Sports Day and Enrichment Day is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Headteacher and a senior member of staff visit students in their middle schools.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school or college, preparation for adulthood and independent living

- There is a transition programme in place which provides a number of opportunities for pupils and parents to meet staff in the next school or college. These opportunities are personalised for pupils with SEND.
- The annual review in Y6 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

After school:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

17. How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:
 1. Cognition and learning
 2. Social, emotional, mental health
 3. Communication and interaction
 4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

18. How is the decision made about how much support each child will receive?

- For pupils with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, Head of House and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

19. How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the Tutor, Head of House, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

In addition, our school has a half-termly Parent Panel meeting forum for all parents and carers. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

20. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's Tutor or Head of House,
- The SENCo,
- The Headteacher,
- For complaints, please follow the guidance in the 'Compliments, Concerns and Complaints' leaflet, available from the website or school office.

21. Support services for parents of pupils with SEND include:

- The Special Educational Needs Information, Advice and Support Service offers independent advice and support to parents and carers of all children and young people with SEND. Please contact via <http://www.SENDWorcestershire.co.uk>
- The Parent Partnership Services (PPS) will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. Further information on Independent Supporters is located on: <http://www.councilfordisabledchildren.org.uk>

- For parents who are unhappy with the school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.gov.uk/special-educational-needs-disability-tribunal/before-you-appeal>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the school's decisions about your child's special educational needs. You can also appeal to the tribunal if the school has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/special-educational-needs-disability-tribunal/overview>

22. Information on where the Local Authority's Local Offer can be found.

Worcestershire County Council, with partners, is developing a 'local offer' that will allow you to easily find in one place what services are available in the local area for children and young people with additional needs and disabilities. This 'local offer' will consist of a website that pulls in information about relevant organisations, services, schools and settings. It allows you to search for what is close by or for services that support a particular need.

In the first instance the local offer includes information about Worcestershire's response to SEND reform. It links to the other Worcestershire County Council information sites which contain details about a range of services for children and young people www.worcestershire.gov.uk.

The 'local offer' website www.worcestershirelocaloffer.org.uk will eventually pull in information about services, groups and providers including from their Facebook and Yelp accounts. This means that all of the information is independent and allows organisations and services to update their own details. The website is in its initial stages of development and Worcestershire County Council will be working closely with services, parents and carers to ensure the information it carries is accurate and easy to access.

Overview:

<p>The kinds of SEND we provide for; <i>(see key to acronyms overleaf)</i></p>	<p>ADHD hyperlink; ABI hyperlink; ASC hyperlink; SEMH; HI; ME hyperlink; MLD hyperlink; OCD hyperlink; ODD; PD; , SLCN hyperlink; SpLD hyperlink , VI hyperlink (see paragraphs 1, 2, 3)</p>
<p>Policies for identifying young people with SEND and assessing their needs;</p>	<p>Initial assessments on entry to school of reading, spelling, non-verbal, maths, writing speed, writing skills, MIDYIS assessments from middle schools, liaison with feeder middle schools prior to transition (see also paragraphs 4, 5, 6, 7, 18)</p>
<p>Arrangements for consulting parents of young people with SEND and involving them in their child's education;</p>	<p>Transition – Leading Aspect Award. SENCo consultation with Y7 parents at middle school, Coffee morning for Y7 parents of Children and Young People (CYP) with SEND. Parental attendance at Annual Reviews and all review meetings. SENCo attendance at Parent Evenings. Additional personalise visits to school and Enrichment Transition day for CYP with SEND. (see also paragraphs 5, 6, 7, 8, 18, 19)</p>
<p>Arrangements for consulting young people with SEND and involving them in their education;</p>	<p>CYP invited to attend all Annual Reviews, and interim review meetings. CYP are involved in decisions affecting their day to day arrangements and matters related to their educational and pastoral provision. (see also paragraph 10)</p>
<p>Arrangements for assessing and reviewing young people's progress towards their outcomes. This should include opportunities available to work with parents and young people as part of this assessment and review;</p>	<p>Complete core standardised assessment tests, assess needs with teacher and SENCo, plan intervention with high, realistic outcomes, complete intervention, and then review the progress and provision, Progress Checks, SMART records of targets related to SEND needs, ECHPs, Annual Review targets, EP, SaLT and specialist teacher advice, health and social care recommendations, completed termly and includes CYP views and aspirations. (see also paragraphs 6, 7, 8)</p>
<p>Arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;</p>	<p>Careers Adviser attends Y9 and Y11 Annual Review meeting. Independent Travel Training as required and appropriate to their needs. Open College Life Skills qualifications, care farm, visits to colleges, work experience adjusted to meet needs e.g. part-time. (see also paragraphs 6, 16)</p>
<p>The approach to teaching young people with SEND;</p>	<p>Differentiation, IPMs, personalised provision. 'LINK' meetings with subject department staff per half term with SENCo and Teacher in Charge (TIC) of the Mainstream Autism Base (MAB). Training for staff from SENCo, TIC of MAB, LA specialist teachers, EP SaLT related to appropriate teaching methods and resources related to different SEND needs. (see also paragraphs 1, 2, 3, 4, 6, 7, 18)</p>
<p>How adaptations are made to the curriculum and the learning environment of young people with SEND;</p>	<p>SENCO, TIC MAB advise staff about methods to adapt the curriculum and learning environment for CYP with SEND. (see also paragraphs 6, 7, 11, 12, 13, 14, 15,)</p>

<p>The expertise and training of staff to support young people with SEND, including how specialist expertise will be secured;</p>	<p>Staff have INSET, CPD and qualifications related to SEND. (see also paragraphs 6, 13)</p>
<p>Evaluating the effectiveness of provision made for young people with SEND;</p>	<p>LINK meetings and consultations with parents, questionnaires, progress checks and reviews. (see also paragraphs 6, 7, 8, 9)</p>
<p>How young people with SEND are enabled to engage in activities available with young people in the school who do not have SEND;</p>	<p>All activities available to all CYP at PHS. (see also paragraphs 1, 2, 3, 4, 6, 7, 8, 10, 11, 14, 15, 16, 17)</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of young people with SEND and measures to prevent bullying;</p>	<p>Link TAs, pastoral mentors. Weekly pastoral staff meetings and dissemination to all staff. SEAL and specialised provision to meet needs. Staff on duty during unstructured times. Peer mentors and vertical tutor groups. (see also paragraphs 3, 4, 6, 10, 11, 14, 17, 18)</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEND and supporting their families;</p>	<p>All invited to all meetings related to CYP if involved with them. Specialist staff have detailed knowledge of the support networks and systems required to meet the CYPs needs. (see also paragraphs 1, 2, 6)</p>
<p>Arrangements for handling complaints from parents of young people with SEND about the provision made at the school;</p>	<p>School Complaints Policy and Procedures. (see also paragraphs 19, 20)</p>
<p>The above should include arrangements for supporting young people who are looked after by the local authority about the provision made at the school.</p>	<p>Close liaison with Designated staff for Child Protection and LAC. High level of communication with carers, health and social care. Staff awareness of LAC CYP in school.</p>

KEY to ACRONYMS

ABI	Acquired Brain Injury
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CCD	Complex Communications Difficulty
CPD	Continuing Professional Development
CYP	Children and Young People
EHCP	Educational, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
INSET	In-Service Training
IPM	Individual Provision Map
ISSS	Integrated Specialist Support Service
KS1 / KS2	Key Stage 1 / Key Stage 2
LA	Local Authority
LAC	Looked After Children
LINK	A meeting to discuss SEND for staff from all departments
MAB	Mainstream Autism Base
ME	Myalgic Encephalopathy
MIDYIS	Middle Years Information System
MLD	Moderate Learning Difficulties
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
PD	Physical Difficulty
PPS	Parent Partnership Services
SA / SA+	School Action / School Action Plus
SaLT	Speech and Language Therapy
SEAL	Social, Emotional Aspects of Learning
SEMH	Social, Emotional, Mental Health
SENCo	Special Education Needs Coordinator
SEND	Special Educational Need and Disability
SLCN	Speech, Language, Communication Needs
SMART	Specific, Measureable, Achievable, Realistic, Timed
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
TIC	Teacher in Charge
VI	Visual Impairment