



# Dormanstown Primary Academy Core Inclusion Offer



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### Dormanstown Primary Academy – Core Inclusion Offer

#### **DEFENITION OF INCLUSION**

At Dormanstown Primary Academy, we consider inclusion fundamentally as equality of opportunity. When putting together our **Core Inclusion Offer**, we have identified three strands to the creation of a fully inclusive Academy: the creation of inclusive cultures; producing inclusive policies; evolving and sharing inclusive practices.

The Inclusion Standard, as defined in The Salamanca Statement (UNESCO, 1994), re-affirms inclusion as...

*"...the continuous process of increasing the presence, participation and achievement of all children, young people and adults in local community schools where possible."* and asked all governments *"as a matter of*

*law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise'...*

At Dormanstown Primary Academy, we have underpinned this ethos by establishing an Inclusion Team which has responsibility for all Vulnerable Learners, including SEND, Welfare and Safeguarding.

**1. Objectives of the Trust Board in developing inclusion and the creation of inclusive cultures** A key objective for the academy is to ensure Dormanstown Primary remains an inclusive, secure, accepting, collaborating and stimulating community, in which everyone feels valued, and where all children are enabled to fulfill their potential. Our aim is to uphold our inclusive values, shared between all staff, children, trust board members, parents/carers and stakeholders so that all of our children can be the best they can be.

**2. People responsible for coordinating and delivering inclusive practice through the 'Core Inclusion Offer'** Inclusive practice is promoted through the Inclusion Team and wider Senior Leadership team, comprising of:

- Co. CEO/ Senior Leadership Team including SENDCo/ assistant SENDCo
- Trust Board
- Welfare Lead
- All other staff who contribute as needed

### **3. Arrangements for coordinating provision**

Additionally resourced provision is coordinated through:

- recruiting staff and board members who are representatives of the academy and local community
- established systems and structures within the academy to enable us to support all pupils and their individual needs

### **4. Identification, assessment and provision**

At Dormanstown Primary Academy, we have protocols and policies in place to identify groups of children who may be considered 'vulnerable'. This means they are at risk of marginalisation, exclusion or underachievement. They include:

- Special Educational Needs and Disability
- Family support (i.e. those children from families experiencing difficulties, are 'Looked After' or living with carers/extended family members)
- Social and Emotional needs / Mental Health
- Children at risk of underachievement due to behaviour
- More Able and Talented
- Free School Meals
- EAL
- Attendance/Punctuality concerns
- Additional/other groups whose progress or position against national standards is causing concern at any given time
- Medical needs and prolonged periods of absence through hospitalisation

Identification – a graduated response

Children are tracked closely using school tracking systems; those children considered vulnerable are identified. The SENDCo maintains a register of children with special educational needs and adopts a graduated response. Additionally, at every assessment point, pupil trackers are used to identify where groups/individuals are causing concern in terms of progress and/or achievement. This model allows a transitory approach to the targeting of interventions both integral to, and additional to, class lessons.

### Pupil Voice

Pupil voice is an important aspect of academy practice and regular opportunities are given to gain an insight into pupil views and opinions. This takes the form of:

- Pupil progress meetings
- Feedback questionnaires (Pupil view forms)
- Circle time
- Academy Council
- Assertive Mentoring
- IEP/EHCP and Statement Meetings
- Friendship groups

### Assessment

We have a continuous process of assessment ensuring children are challenged appropriately and achieve as well as they can. Vulnerable learners are tracked half termly as part of pupil progress meetings and IEP reviews (where applicable). Close monitoring is undertaken by the Senior Leadership Team, including the SENDCo and assistant SENDCo, which enables all vulnerable children to be monitored, with support targeted as and when required.

### Provision - General

Provision guidance based on pupil outcomes is provided to teaching staff; associated plans such as IEPs and intervention plans are monitored closely by the SEND Inclusion team, through Key Stage pupil progress monitoring. Intervention practices take a positive approach to tackling under-achievement, viewing difficulties as differences in learning styles, to be accommodated and facilitated within teaching strategies, rather than perceived as a barrier to progress.

Strategies include:

- Quality First Teaching
- Adult support in classrooms
- Small group teaching with enhanced adult support
- Differentiated teaching to promote choice and independence in learning
- Mentoring/friendship groups
- Support from Welfare Lead
- Extended school activities
- Commissioning of external professionals to engage targeted pupils
- Family support/Triple P leading to improved parental engagement
- Counselling
- Clear referral routes and easy access to targeted and specialist services
- Subject specific external moderation and Peer Reviews
- Peer moderation and collaboration within the Tees Valley Education 'family of schools'

### Provision – Additionally resourced (Units)

We have five additionally resourced Units at Dormanstown Primary Academy and can take up to 45 children. These places are allocated in consultation with Local Authority, Redcar and Cleveland, using a shared application procedure. Children are referred for places by educational psychologists and the LA SEN panel. The EYFS / KS1 provision is intended to assess pupil's needs but also to address their learning, social and communication difficulties. The KS2 Units are for children with learning difficulties. Many children attending our provision have a statement but this is not always the case. Although we are not a specialist ASD provision, currently there are 22 pupils with a diagnosis of autism.

Children who attend Dormanstown Primary Academy have access to a broad, balanced and creative curriculum. Mainstream and SEN Unit pupils follow the same curriculum, activities, events and after school activities. Teaching is modified to take account of individual pupils' specific learning needs. Where appropriate, SEN Unit pupils will integrate into mainstream classes. Teachers take account of pupil's strengths and difficulties and make provision, to support individuals or groups of pupils and thus enable them to participate equally and effectively in curriculum and assessment activities. Aspirational targets are agreed for all learners and SEN pupils are expected to make good progress.

At Dormanstown Primary Academy, a purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment. All of our equipment has been carefully chosen to enhance the curriculum and allow the child to interact using a range of resources, such as bubble tubes, wall panels, fiber optics, sensory lighting, projection and sensory tubs.

Our EYFS (Pre-school) children have the opportunity to visit the local Special School to use their soft play area to promote and develop physical skills, positive play and social interaction.

The SEN team are experienced in supporting children with a range of needs. We work closely with the local special schools and a range of external professionals who provide assessments, intervention or therapy if required. The staff are committed to further developing their expertise through additional training and CPD.

### **5 . Funding of additional resourced provision**

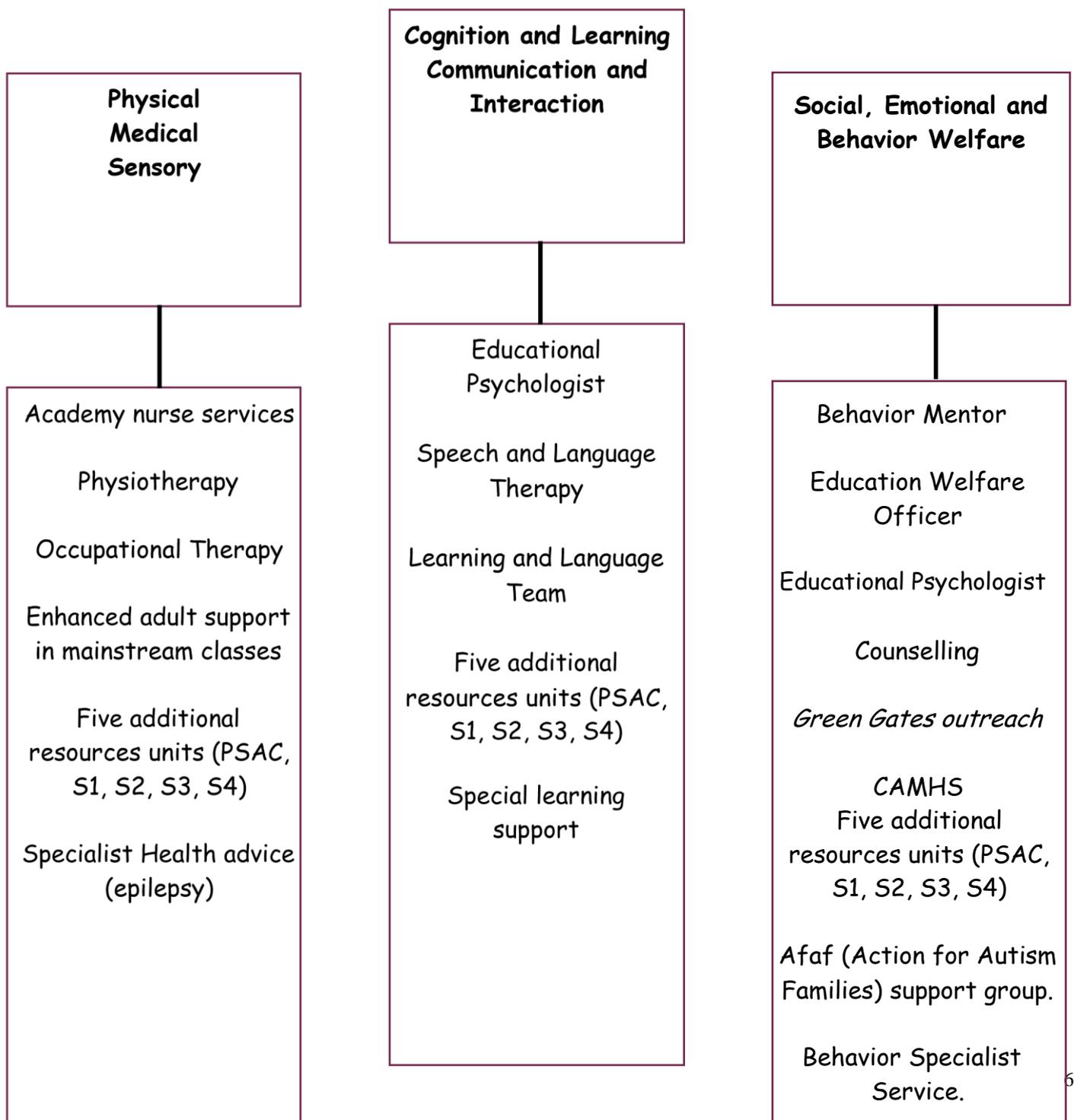
The specialist Unit provisions at Dormanstown Primary Academy are funded using a formula implemented by the Education Funding Agency (EFA), who funds the first £10,000 per unit place directly to the academy. Subsequent 'top-up' fees are charged to the respective local Authority, per pupil.

### Extended Schools

At Dormanstown, there is a range of clubs and activities for all pupils all year round: These include clubs such as Choir, Chess club, Dance club, Arts and Craft and Cookery club, but these change every half term in response to demand from pupils. All key stages enjoy regular educational visits to local areas of interest, linked to class topic work. Children in upper school have the opportunity to attend a residential visit. We offer a termly reward for all children who gain 100% attendance, for example; a cinema visit.

We provide a breakfast club for the children whose parents/carers are in employment or training. Children can come into school and have breakfast and take part in a range of activities before the start of the day.

The flowchart below illustrates the 3 strands of need covered within the Inclusion team area of



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responsibility. This is the full range of provision on offer at Dormanstown Primary Academy, and the professionals involved in delivering services and therapies to some of our children and families:

## **DORMANSTOWN INCLUSION TEAM**

Vulnerable Learners/ SEND/ Welfare and Safeguarding

## 6. Monitoring

We have adopted a whole school approach to support children's needs, using a range of strategies which are regularly reviewed. The Trust Board, senior leaders including the SENDCo/ Assistant SENDCo meet regularly to track progress and review the effectiveness of school procedures. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Access arrangements are sought for pupils with special educational needs for end of Key Stage 2 tests, in accordance with DfE protocols.

Within class, Individual Education Plans (IEPs)/ individual targets are reviewed and updated by class teachers with support from the SENDCo/ Assistant SENDCo on a termly basis. The targets are generated through close liaison between parents, pupils, the academy and other agencies. Pupil progress and concerns about vulnerable pupils/groups are relayed to staff by Key Stage leaders where future and past actions are discussed against data and other measures. This information forms the basis of next steps in relation to vulnerable groups.

We are aware of, and responsive to, the needs of our more able and talented children and the SENDCo, supported by the Inclusion Team, is responsible for this strand. The more able and talented children are monitored in the same way the SEND children are.

The Welfare Lead monitors behaviour and liaises with the SENDCo, Assistant SENDCo and Deputy Heads of Academy. Concerns, and the required actions to address those concerns, are put in place. This could include: one to one meetings with parents, individual or small group mentor work, more focused work with the Welfare Lead and home/school behaviour charts and diaries. The Pastoral Lead/ SENDCo/ Assistant SENDCo will, where appropriate, signpost or refer children/ families to external agencies.

All staff receive annual in-service CPD on Safeguarding, led by the Welfare Lead and the Education Child Protection Advisor from the Local Authority. All relevant documentation relating to Safeguarding is located on a centrally held system and all staff are expected to record any concerns on the appropriate forms, informing a member of the Senior Leadership team (including the SENDCo/ Assistant SENDCo or the Welfare Lead).

## 7. Parental liaison

We recognise the impact parenting has on the development of children throughout school life. We value the positive role and contribution parents can make to the education of their child (ren). We work in partnership with parents, ensuring mutual trust and respect. Parents are encouraged to come into school and discuss concerns with the class teacher, SENDCo/ Assistant SENDCo, Welfare Lead, or a member of the Senior Leadership Team.

For parents / carers, we provide:

- Parenting and nurture programmes
- Whole family learning programmes to help empower parents so they can support the needs of their families
- Advice and guidance to signpost parents to courses in the local area
- A breakfast club and a range of after-school clubs run on school premises
- Open days in school to allow parents to engage in their child's learning, including access to phonics teaching and reading in EYFS.
- Home/ academy diaries for Infant assessment classes

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The academy keeps parents informed and involved in academy life and actively seeks their views through regular discussions and through our Local Academy Committees. This allows us to listen to suggestions on

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ways in which we can enhance our provision and ensures we keep in regular contact with parents of children who receive home to school transport.

#### 8. Access to the curriculum – vulnerable learners

Staff receive training and strategies from a range of professionals to support the inclusion of all learners and the promotion of quality first teaching.

The academy has secured expertise from the following professionals and practitioners:- □

Educational Psychologist (both Local Authority and commissioned independent EP)

- Learning and Language Team (commissioned service)
- Specialist Behaviour Teacher (commissioned service)
- Speech and Language Therapist (NHS)
- Occupational Therapist (NHS)
- Locality School Nurse and Health Visitors (NHS)
- Service for children with Hearing Impairment (Local Authority)
- Service for children with Visual Impairment (Local Authority)
- Family Support Team / Inclusion Support Officer (Local Authority)
- Time 4 You counselling (commissioned service)

Through appropriate curricular provision, we recognise that our children:

- have individual education and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to both understand the relevance and purpose of learning as well as experience levels of understanding and rates of progress that brings feelings of success and achievement. Wherever possible, children are not withdrawn from the classroom, however, there are times when, to maximise learning, children may work in small groups or in a one to one situation.

#### 9. CPD

All staff regularly access appropriate training, advice and resources to ensure that they are able to work in and contribute to the ongoing process of developing inclusive practice in the academy. The SENDCo/ Assistant SENDCo and other subject leaders lead training and arrange CPD by other appropriate professionals to facilitate access to new initiatives and programs.

#### 10. Health and Safety

At Dormanstown Primary Academy, we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

In 2011, the new school building was opened. It was designed and built in accordance with building regulations which considered accessibility for all disabled people. The colour scheme, lighting, access, acoustics, carpeting, tiling and lift were all incorporated into the building to support the creation of a calm

and inclusive environment. Wireless connectivity and audio loop facilitate any modification and adjustments that maybe required for individuals.

All visitors to the academy must report to reception and wear ID badges for the duration of their visit, signing out upon departure. All staff and children who require assistance during emergency evacuation are included

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in the academy Personal Emergency Evacuation Plan (PEEP). Routine fire and emergency evacuation exercises are held. Visitors working directly with children must produce a valid Disclosure & Barring Certificate to Office staff.

All teaching and learning staff will be receiving positive handling training. Members of TVE staff are qualified positive handling trainers, and this service is available to schools and other education service providers on a commissioned basis.

### 1 1. Links with other schools

At Dormanstown Primary Academy, we work closely with all Secondary and Special schools to enable smooth transition either at Year 6 or at any time throughout their primary education. For pupils in the Unit provisions, panel meetings are held twice a year with representations from the local Special schools attending. The Year Six Team, Welfare Lead, SENDCo and Assistant SENDCo (supported by the Inclusion Team) work closely with parents and secondary schools to encourage them to make the most appropriate choice of school for their child (ren), and encourage ongoing dialogue between the Local Authority and parents to ensure a seamless transition takes place. Where necessary, we can support secondary transition sessions in the chosen secondary school in the summer term before the child leaves.

We have developed close links within the Tees Valley Education Trust 'family of schools'.

### 1 2. Links with other agencies

We have a multi-agency approach to working; we engage a range of professionals in supporting all aspects of children's needs. In addition to those services who work regularly in the academy (see sections 3 & 7), we also have clear referral routes to external agencies. Services include:- Speech and Language Therapy, Learning and Behavior Support, Sensory Impaired Service (HI & VI), Physiotherapy, Occupational Therapy, Social Care and CAMHS.

This document will be reviewed annually by the Senior Leadership Team and Governing Body.

### 1 3. Transport

For pupils who require a place within our additional resourced provision and live outside the catchment area, home to school transport is provided free to the majority of pupils by the Local Authority. These pupils travel in a small mini bus or taxi alongside other children attending our Units and are accompanied by an escort.

Further details regarding home school transport can be obtained from the Transport Department on 01642 444973.

### Linked policies and documents

SEN Policy

Admission Policy and Nursery Admission Policy

Attendance Policy

Safeguarding Policy

Behavior Policy

Single Equality Plan / Accessibility Policy

Health and Safety Policy

Other

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Ofsted – Pupils with medical needs (September 2013)  
Ofsted – Extended schools provision (September 2013)  
Ofsted – Inspecting Equalities (September 2013)  
DfE SEN Code of Practice (2001) and DRAFT Code of Practice (2013)

DfE School Admissions Code (2012)  
Children and Families Bill (2013)

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Useful Contacts

Local Authority & Health Authority

|                                                            |                 |
|------------------------------------------------------------|-----------------|
|                                                            | 304500          |
|                                                            | 579161          |
|                                                            | 304561 / 304503 |
| Redcar & Cleveland Council Children with Disabilities Team | 201828          |
| Middleborough Council Children with Disabilities Team      | 837745          |
| Redcar & Cleveland LA SEN Team                             | 201872          |
| Middleborough LA SEN Team                                  | 854288          |
| Redcar & Cleveland LA Parent Partnership Officer           | 354353          |
| Middleborough LA Parent Partnership Officer                | 354353          |
| The Cleveland Child Assessment Unit – JCUH                 | 771166          |
| Service for Children with Visual Impairment                | 729242          |
| Service for Children with Hearing Impairment               | 873901          |
| Redcar & Cleveland Welfare Rights Service                  | 246603          |
| Middleborough Welfare Rights Service                       | 286644          |
| Physiotherapy / Occupational Therapy Service               | 283331          |
| Speech & Language Therapy Service                          |                 |
| Redcar and Cleveland Educational Psychology                |                 |
| LD CAMHS                                                   | 01564 821650    |

Charities & support organisations

|                                   |                   |
|-----------------------------------|-------------------|
| In Control                        | 0808 808 3555     |
| Contact a Family                  | 01642 276251      |
| Whizz Kidz                        | 01642 384091 0207 |
| Jack in the Box (R&C)             | 843 1900          |
| Council for Disabled Children     | www.TPACA.co.uk   |
| The Parents Carers Alliance (R&C) | 01642 200526      |
| Parents 4 Change (Middlesbrough)  | 01642 608012      |
| MAIN Project (Autism support)     | 0808 800 3333     |
| SCOPE                             | 0808 808 1111     |
| Mencap                            | 0800 328 5050     |
| Disability Rights UK              | 020 72546251      |
| Family Action                     | 020 8519 2122     |
| MIND (Mental Health)              | 0191 240 4801     |
| Barnado's (North East)            | 01642 811063      |
|                                   | 020 7843 2544     |

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Forget Me Not (Teesside Hospice Child Bereavement)

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I-Can (Children's Communication)

**Frequently Asked Questions (FAQ)**

### What is the Children and Families Bill?

The Children and Families Bill was introduced to Parliament on Monday 4th February. The Bill includes clauses on special education needs (SEN) which aim to reform the SEN system. The clauses include:

- A new duty for joint commissioning which will require local authorities and health bodies to work in partnership when arranging provision for children and young people with SEN.
- A requirement on local authorities to publish a local offer" of services they expect to be available for children and young people with SEN.
- A duty on the duty on local authorities to draw up Education, Health and Care plans.
- A requirement on all local authorities to prepare a personal budget for children or young people with an EHC Plan if asked to do so by the child's parent or the young person.

### What does the Bill mean for services now?

There are currently no changes in the law. All the current duties on schools, local authorities and other services still apply and disabled children and children with SEN should continue to receive support.

### What groups of children does this Bill cover?

The Bill includes all disabled children and young people and those with Special Educational Needs.

### What is an Education, Health and Care (EHC) plan?

An EHC Plan will replace current Statements of SEN and Learning Difficulty Assessments. The plan will be a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement. Government has stated that the Plan must be person centered, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25.

### Who will have an Education Health and Care Plan?

The Department for Education has stated that a child or young person who currently has a Statement of SEN will have an EHC Plan. Guidance says that EHC Plans should be issued when the local authority considers the special educational needs of the child cannot be reasonably provided for with resources normally available to mainstream early year's provision, school and post 16 institutions.

As the Bill and Code of Practice currently stands, children and young people with primarily health or care needs will not be issued with a plan, unless these needs impact their education.

### How will the assessment process for Educational Health Care Plan work?

Section 9 of the draft SEN code of Practice sets out how the Department thinks that the assessments should be carried out. Some of the key points may include:

- The views of children, young people and their families must be sought and they must be involved during the assessment process.
- Disruption to the family should be minimised. This includes avoiding multiple assessments and appointments. There should also be a 'tell us once' approach so that families do not have to repeat the same information to different professionals.

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- Families should be provided with impartial information, advice and support. In the case of young people over the age of 16, a separate service of impartial information, advice and support should be available to them.
  - The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue a plan.

### What will the Education Health Care Plan look like?

Section 9 of the draft SEN Code of Practice sets out how the Department expects local authorities to go about writing an Education, Health and Care Plan. Some of the key points made include:

- Plans should be focused on the outcomes an individual child is expected to achieve. Any targets must be specific and set out what support is needed to achieve those outcomes.
- Plans should be clear, concise and positive. They should also be free from jargon.
- It should reflect the views of the child or young person.

### Who will prepare the Education Health Care Plan?

Local authorities are encouraged to adopt a 'key worker' approach whereby the family has a single point of contact. Their role will be to support the family liaising with the different professionals involved in any assessments of the child and to co-ordinate everything.

### Will there be help for children without an Education Health Care Plan?

Under the current system there is additional help and support for children at school without a Statement of SEN, through School Action or School Action Plus.

Under the Children and Families Bill and the Code of Practice, School Action and School Action Plus will be replaced with SEN Support. SEN Support will be the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans. Additional SEN support is support to meet a student's needs so that they can meet their individual goals.

### What is a personal budget?

All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.

Parents or young people will be given a choice of whether they want to take control of the personal budget by an agency managing the funds on their behalf or by receiving direct payments, where they can purchase and manage the provision themselves.

### Who will have a personal budget?

Under current proposals, only where an EHC plan is in place will a parent or young people be able to have a personal budget. A personal budget can be requested by a parent or a young person over 16. Once the local authority has agreed, it will issue an EHC plan or during the annual review process.

Local authorities must consider requests for personal budgets. However, there are exceptions that mean they do not always have to provide personal budgets. For example:

- Local authorities do not have to provide personal budgets if they are concerned it will negatively impact on other people or will be poor value for money.
- Local authorities are required to judge if a young person or family is 'capable' of managing personal budgets.
- Young people or families who have been required by the law to undergo treatment for drug or alcohol abuse will not be allowed to have a personal budget.
- Where a child or young person is in custody, a personal budget is not permitted.

### What is the local offer?

It is a requirement for the local authority to publish information on what provision it expects will be available for children and young people with SEN aged 0 – 25 years, both within and outside their local area.

The local offer must include information about:

- Education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it)
- Arrangements for identifying and assessing children and young people's SEN, including arrangements for requesting an EHC needs assessment
- Other education provision (provision outside of schools or colleges, such as sports or arts provision)
- Training provision, including Apprenticeships
- Arrangements for travel to and from schools, post-16 institutions and early years providers
- Support to help children and young people in moving between phases of education (for example from early years to school, from primary to secondary) and to prepare for adulthood
- Sources of information, advice and support in the local authority's area relating to SEN including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, support groups, childcare and leisure activities
- Arrangements for making complaints, for the resolution of disagreements, mediation and parents' and young people's right to appeal a decision of the local authority to the tribunal.

The Code of Practice says local authorities must involve children in planning decisions about what services for young people with SEN are needed. This includes planning the content of the local offer, deciding how to publish the offer and providing feedback on the services contained in the local offer.

Educational settings will also be required to devise a Local Offer informing parents/carers of the provision the setting provides. It should include:

- General information- policies, admission arrangements, contacts, support they provide, the kinds of SEN for which provision is made at the school and arrangements for involving SEN children in their education.
- The support that is provided in the school to help children with their learning and the curriculum □ How the school/ academy identify and assess children with SEN.
- Staffing and any special qualifications/ expertise
- External agencies and partnerships
- Compliments and complaints
- Transition arrangements

### What information and advice will be available to families as the reforms progress?

The Code of Practice says that local authorities must provide a service that gives families, including young people with SEN, information, advice and support. These services are to help young people with SEN get the services they need. For example, they should provide information and advice to help young people understand their legal rights and how to get access to local services.

### What does the Bill say about the right of parents to request assessments?

The Bill states that parents have the right to request an Education, Health and Care Assessment. Choosing a school or college

### What is being proposed?

As is currently the case with statements, the application and admissions process will differ, depending on whether or not your child has an EHC Plan. Children without a plan will follow the usual applications/ admissions route, about which your local authority should provide information. All schools are bound by the Equality Act 2010 and will therefore have to make reasonable adjustments to ensure that all children's special educational needs are met, even if your child does not have a plan.

For children who do have a Plan, under current proposals, parents will have a right to name any state funded school (including academies and free schools) or Further Education college in the new Plan.

Parents will also have a right to name certain non-maintained or independent special schools or specialist colleges in their plan. The Department for Education will develop a list of independent special school that does not cater specifically for children with SEN. Under the current proposals all academies will have to follow laws on SEN in the same way as other maintained schools.

### What happens if my preference is not met?

It is proposed that the process will be largely similar to what happens now. As now, local authorities will have to agree to a placement unless they feel it would be an inefficient use of their resources or if it would have a negative impact on other pupils at that school. If you disagree with the local authority, you will be able to make a request for the case to be considered by a SEN and Disability Tribunal.

### **Frequently used SEND acronyms**

ASD: Autism Spectrum Disorder

BS: Behavior Support

CAF: Common Assessment Framework

CAMHS: Child and Adolescent Mental Health Services

CLDD: Complex Learning Difficulties & Disabilities

CWD: Children with a Disability

CCG: Clinical Commissioning Groups

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DFE: Department for Education

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

EWO: Education Welfare Officer

HI: Hearing Impairment

HNF: High Needs Funding

LAC: Looked After Child

LA: Local Authority

LS: Learning Support

MLD: Moderate Learning Difficulty

MSI: Multi-sensory impairment

ODD: Oppositional Defiance Disorder

OT: Occupational Therapy/Therapist

PD: Physical Disability

PDD: Pervasive Development Disorder

PMLD: Profound and Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SENDCo: Special Educational Needs and Disability coordinator

SEND Special Educational Needs and Disabilities

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

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SpLD: Specific Learning Difficulties (Dyslexia)

TA: Teaching Assistant

TAF: Team around the Family

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VI: Visual Impairment



