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Dormanstown Primary Academy

SEN Information Report 2021-22

(Core Inclusion Offer)



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Dormanstown Primary Academy
South Avenue, Redcar, TS10 5LY

Tel: 01642 483696

Website: [www.http://dormanstown.teesvalleyeducation.co.uk/](http://dormanstown.teesvalleyeducation.co.uk/)

Email: dormanstown@teesvalley.co.uk

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Dormanstown Primary Academy – SEN Information Report

DEFENITION OF INCLUSION

At Dormanstown Primary Academy, we consider inclusion fundamentally as equality of opportunity. When putting together our **SEN Information Report**, 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 ‘SEN Information Report’

Inclusive practice is promoted through the Inclusion Team and wider Senior Leadership team, comprising of:

- CEO & Trust Board
- EHT and Senior Leadership Team
- SENDCo
- Trust SEND and Inclusion Manager
- Attendance & Welfare Lead
- All other staff who contribute as needed

3. Arrangements for coordinating provision

Additionally resourced base 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
- Traveller Community
- 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
- Sen Support Plans/EHCP 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. Close monitoring is undertaken by the Senior Leadership Team, including the 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 SEN Support plans 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
- 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

Provision – Additionally resourced provision (Base)

The support Base at Dormanstown Primary Academy can take up to 35 children. The specialist designation is Communication and Interaction needs with associated learning difficulties. These places are commissioned by Redcar and Cleveland Local Authority, and admissions follow a joint application procedure overseen by a panel of professionals. Children are referred for places by educational psychologists and other schools; the LA SEN panel and Resource and Support panel which meet regularly then consider the requests. The specialist base provision is intended to assess pupil's needs but also to address their learning, social and communication difficulties. The majority of children attending the base provision will have an Education Health Care Plan (EHCP), but this is not always the case.

Children are only offered a place within the base if both the Academy and LA Panel have agreed the placement. This applies to Dormanstown mainstream children, who must also be referred to the LA Panel for approval. There is a formal mechanism of appeal for those children with an EHCP, and this is described in more detail in the Trust SEND Policy.

Children who attend Dormanstown Primary Academy have access to a broad, balanced and creative curriculum. Mainstream and SEN Unit pupils follow a similar curriculum, activities, events and after school activities. Teaching is modified to take account of individual pupils' specific learning needs. Where appropriate, pupils placed in the base 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.

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 Support Base provision at Dormanstown Primary Academy is funded using a formula implemented by the Education and Skills Funding Agency (ESFA), who funds the first £6,000 per unit place plus the Basic Pupil Entitlement directly to the academy. Subsequent 'top-up' fees are charged to the respective local Authority where the child resides, per pupil, based upon previously agreed and moderated pupil bandings and descriptors of need.

Extended Schools

At Dormanstown Primary, there is a range of clubs and activities for all pupils all year round and 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. We offer a termly reward for all children who gain 100% attendance.

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

**Physical
Medical
Sensory**

**Cognition and Learning
Communication and
Interaction**

**Social, Emotional and
Behavior Welfare**

School nursing service
Physiotherapy
Occupational Therapy
Specialist Health advice
(Epilepsy, Diabetes etc)
Tree Tops
(Sensory Integration)
Counselling
Educational Psychologist

Educational Psychologist
Speech and Language
Therapy
Learning and Language
Team
Support Base for C&I
and Learning
Specialist Teaching
Services
Tree Tops
(Sensory Integration)

Behavior Mentor
Education Welfare
Officer
Educational Psychologist
Counselling
CAMHS
AfAf (Action for
Autism Families)
support group.
Emotional Health & Well
Being Framework of
Providers
Tree Tops
(Sensory Integration)

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 and the 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, SEN Support Plans/individual targets are reviewed and updated by class teachers with support from the 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.

The Welfare Lead monitors behaviour and liaises with the SENDCo and Deputy Head Teacher. 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 will, where appropriate, signpost or refer children/ families to external agencies.

All staff receive regular in-service CPD on Safeguarding and bi-annual Safeguarding Training from Safeguarding First. 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/CPOMs, informing a member of the Safeguarding Team.

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, Welfare Lead, or a member of the Senior Leadership Team.

For parents / carers, we provide:

- Advice and guidance to signpost parents to courses and help and advice in the local area
- 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.
- Regular Home/School communication through the Marvellous Me app
- Regular news feeds via the academy Website and social media
- Academy email address and contact number
- Termly newsletters
- Information leaflets and other important academy news displayed at the front office
- Appointments can be made with the class teacher, SENDCo, or other members of SLT

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 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)
- Speech and Language Therapist (NHS)
- Occupational Therapist (NHS)
- Physiotherapist (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)
- Tree Tops Sensory Integration Therapy (commissioned service)
- Counselling (Trust employed)
- Specialist Learning and Language Team (commissioned service)
- CAMHS support (NHS)

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 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. The academy has a 3 year Accessibility Plan which is available to view or download on the academy website.

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 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 receive positive handling training. A team of TVE staff are qualified positive handling trainers, and this service is available to schools and other education service providers on a commissioned basis.

11. 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 (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'.

12. 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, Specialist Teaching Service, Sensory Impaired Service (HI & VI), Physiotherapy, Occupational Therapy, Social Care and CAMHS.

13. 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.

14. The Local Offer (Local Authority)

All Local Authorities have a statutory responsibility for meeting the needs of children and young adults who have SEND in their area (aged 0 – 25). They must publish online a directory of information and advice about services for children and young people with special educational needs and disabilities (SEND).



<http://www.peoplesinonet.org.uk/kb5/redcar/directory/localoffer.page>

<http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/advice.page?id=bY9npUqDIgk>

Linked Trust policies and documents

SEND Policy

Admission Policy and Nursery Admission Policy

Attendance Policy

Safeguarding Policy

Behavior Policy

Equality Policy

Accessibility plan

Health and Safety Policy

Other

Ofsted – Pupils with medical needs (September 2013)

Ofsted – Extended schools provision (September 2013)

Ofsted – Inspecting Equalities (September 2013)
DfE SEN & Disability Code of Practice (2014)
DfE School Admissions Code (2012)
Children and Families Bill (2013)
DfE Keeping Children Safe in Education (2019)

This document will be reviewed annually by the Senior Leadership Team and the Trust Board.

Useful Contacts

Local Authority & Health Authority

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

Charities & support organisations

In Control	01564 821650
Contact a Family	0808 808 3555
Whizz Kidz	01642 276251
Jack in the Box (R&C)	01642 384091
Council for Disabled Children	0207 843 1900
The Parents Carers Alliance (R&C)	www.TPACA.co.uk
Parents 4 Change (Middlesbrough)	01642 200526
MAIN Project (Autism support)	01642 608012
SCOPE	0808 800 3333
Mencap	0808 808 1111
Disability Rights UK	0800 328 5050
Family Action	020 72546251
MIND (Mental Health)	020 8519 2122
Barnado's (North East)	0191 240 4801
Forget Me Not (Teesside Hospice Child Bereavement)	01642 811063
I-Can (Children's Communication)	020 7843 2544
IPSEA	01799 582030
Daisy Chain	01642 531248

Frequently Asked Questions (FAQ)

Frequently asked questions

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

An EHC Plan replaced 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?

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.
- 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 SEN Support and the graduated response.

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 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

Depending on whether or not your child has an EHC Plan will depend on how children are allocated a place. 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.

Glossary

- 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
 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
SpLD: Specific Learning Difficulties (Dyslexia)
TA: Teaching Assistant
TAF: Team around the Family
VI: Visual Impairment