



ASHTON KEYNES C of E PRIMARY SCHOOL

SPECIAL

EDUCATIONAL

NEEDS &

DISABILITIES

This policy was reviewed in: June 2020

Next review is due in: June 2021- annual review required

Reviewed at Curriculum & Monitoring Committee:

Reviewed with SEN Governor Rev. Shirley Danby

Adopted FGB – Sept 2020

We believe that all children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

All children are valued and their self-esteem promoted.

All teachers are teachers of children with Special Educational Needs

All children can learn and make progress, if only in very small steps.

Definition of Special Educational Needs and Disabilities (SEND)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age
OR
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
OR
- Are identified as having specific gifts or talents that enable them to achieve well above the norm for their chronological age in specific areas of the curriculum. (Further information regarding the provision for able, gifted or talented (AG&T) children can be found in the AG&T policy)

At Ashton Keynes School we believe in providing every possible opportunity to develop children's full potential in a supportive and inclusive environment. We are committed to the principle of equality for all its pupils to a broad and balanced curriculum. We aim for all children to feel valued and to have their self-esteem, skills and abilities promoted. We believe that every teacher is a teacher of every child, including those with SEN. This policy has been developed in consultation with our teachers and governors, reflecting the aims set out in the SEND Code of Practice, 0-25 guidance (2014). It has been shared with our parents and families through our SEND School Information report which can be accessed through the school website.

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum, including extra curricular activities where

appropriate and full access to the National Curriculum. We provide a focus on outcomes for children and young people and not just the hours of provision/support provided for those pupils with additional needs.

We intend to:

- Work with the guidance provided in the SEND Code of Practice 2014
- Identify and monitor pupils individual needs at the earliest possible opportunity in order to promote achievement and pupils reaching their full potential.
- Work in close partnership with parents and pupils who have additional needs, ensuring that they are kept fully informed and involved in working towards the desired outcomes for those pupils, encouraging pupil involvement in setting long term and short term goals.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- Ensure SEN provision is an integral part of the School Improvement Plan and the school's self evaluation process.
- Ensure the quality of SEN provision is continually monitored.
- Ensure that all of the information related to SEN is available as part of the SEN Information Report.
- Keep accurate and up to date records of the desired outcomes and progress of children with Special Educational Needs, involving children whenever appropriate.

Objectives

- To identify and monitor children's individual needs from the earliest stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our provision map, and where necessary ensure that the targets set on individual education plans are S.M.A.R.T/
- To monitor and evaluate the progress made from the interventions put in place.

Rev. Shirley Danby is the Special Needs Governor.

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has Special Educational Needs.
- Ensure that where the 'responsible person' - Head teacher or an appropriate governor - has been informed by the LA that a child has Special Educational Needs, and that those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a child with Special Educational Needs joins in the activities of the school together with children who do not have Special Educational Needs, so far as is reasonably practical and compatible

with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

- Report to parents on the implementation of the school's policy for children with Special Educational Needs. (See also Appendix 1: Responsibilities)

The Head Teacher is responsible for -

1. The delegation of responsibilities for additional needs
2. Overseeing funding arrangements
3. Maintaining a positive school ethos by recognizing achievement at all levels
4. Ensuring the additional needs and equality of curricular access are included in all school documents, policies and planning

Mrs. L Kingston is the SENCO (Masters of Education (Inclusion) University of Gloucestershire. National SENDCo Award undertaken as part of Masters Degree) and is responsible for-

1. Co-ordinating the provision of additional needs throughout the school.
2. The day-to-day operation of the special educational needs policy.
3. Making sure that procedures for identification and assessment are observed.
4. Providing advice for staff and liaising with them on completion of IEP's at KS1/2.
5. Working alongside staff at both Key stages assessing pupil's needs, ensuring pupils make progress.
6. Liaising with outside agencies, including Early Years settings.
7. Maintaining the SEN Support Register.
8. Overseeing and maintaining specific resources for additional needs.
9. Monitoring, evaluating and reporting on provision to the Governing Body.
10. Contributing to the in-service training of staff
11. Developing the schools SEND Policy to ensure that every child with identified needs receives consistent and high-quality support.
12. Being available for parents, carers and staff who wish to discuss the SEN needs of their children.
13. Ensuring that parents and carers with children with an EHCP are kept informed of the support that is in place as well as the progress that they are making and planning ahead for the next stage.

(See also Appendix 1: Responsibilities)

Class teachers have responsibility to:

1. Ensure that all pupils have full access to the curriculum.
2. Ensure that individual needs are identified.
3. Ensure that pupils feel valued and secure.
4. Complete IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans) in consultation with the SENCo.
5. Implement IEPs and IBPs, review and update them.
6. Give clear guidance to all TAs working with children with Additional Needs.
7. Liaising with parents and carers about the SEN support that has been provided and the progress that the child is making as well as discussing future plans.

Teaching Assistants (TA's) are valued team members and have responsibility for:

1. Helping to carry out IEPs with children either in small groups or individually.
2. Supporting class teachers to ensure that all pupils have full access to the curriculum.
3. Reporting progress or areas of concern to the class teacher and SENCo.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom through Quality Teaching First. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or a specialist staff; additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all of the intervention/adjustments and good quality personalised teaching (pg. 88 Section 6.27 onwards)

Identification and Assessment arrangements and review procedures

In accordance with the Children and Families Act 2014, Ashton Keynes Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcome for the child. Children with SEND are identified through the following.

- The attainment and progress of each child is continually monitored and regular progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of ASSESS-PLAN-DO-REVIEW is used.
- Class teachers are constantly aware of their children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers, starting from the same baseline.
 - Fails to match or better the child's previous pace of progress
 - Fails to close the attainment gap between the child and their peers.

Broad Areas of Need

SEND in schools is split onto four areas of need:

1. Communication and Interaction (e.g. Speech and Language difficulties)
2. Cognition (Thinking) and Learning (learning at a slower pace than others of their age group in one or more area)
3. Social, emotional and mental health issues (difficulties in managing relationships with others or behaving in ways that hinder their learning or the learning of others)
4. Sensory and physical needs

At Ashton Keynes School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We also take into consideration what is NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do **not** constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service man/woman

Following a review of the strategies or **approaches** it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The school will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information (including the Graduated Response to SEN document) we will consider with the parents/carers and the child the next strategy for action. This may involve engaging the child in an appropriate programme as part of the Provision Map. Any provision made and the progress made by your child will be discussed with you at parent evenings or through our normal channels of communication.

Where, despite all of our efforts, the child still continues to make little or no progress in relation to the targets set, process will move to **SEN Support**.

A Graduated Approach to SEN support

The additional support provided for these pupils will still be tracked through our whole school provision map but could also involve contacting external support services provided by the LA through the Diagnostic Referral Tool (DART form) and other external agencies such as the Autism Pathway. We will seek advice on achievable outcomes and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect the desired outcomes after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. Parental consent will be sought before any outside agencies are involved. An Individual Education Plan will provide for:

- The child's strengths and weaknesses
- The date the IEP is written
- The names of staff and/or outside agencies involved with the targets
- Short-term and long term desired outcomes for the pupil;
- The teaching strategies;
- What provision will be;
- Date of the review the plan;
- How we will judge progress (success criteria) including the exit criteria will be judged;
- Any outcomes after a review; and
- The signature and comment from both the child and parent

All IEP's are reviewed termly and shared with parents three times each academic year, more often if necessary at parents/carers' evenings and/or individual appointments.

Through the cycle of ASSESS-PLAN-DO-REVIEW further multi-agency support may be needed e.g through the CAF process. This additional support will be co-ordinated by the Senco in conjunction with

the CAF co-ordinator; implementing this level of support for the child and family and monitoring the impact that it has.

Requesting an Educational, Health and Care Needs Assessment

Where, despite all endeavours, the child still makes little or no progress in the areas targeted, there will be discussions with the parents/carers and child and a My Support Plan document will be put together, providing a clear picture of what is working and not working for this child along with any additional support or intervention that has been put in place to date. The Support Plan can be amended and added to regularly and can support the child from 0-25. An approach to the LA through an SEND lead worker can then be made to request an Educational, Health and Care Needs Assessment, with the My Support Plan as the supporting evidence. This may or may not result in the LA issuing an Education and Health Care Plan (EHC Plan), in Wiltshire this is called a My Plan. Where a child has a EHC Plan, a My Plan Review meeting will be held annually at which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend. This review monitors the progress against the objectives of the My Plan and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

Admission arrangements

The admission policy is based on the agreed Wiltshire policy. All pupils will be treated according to their needs in line with the school's policy for equality or provision. No pupil will be denied admission because of his or her creed, race, physical or academic attainment. Where a pupil has a particular need the governors will make every effort to ensure that pupil's needs are met. If a pupil is transferring into the school with an EHCP, IEP or Support Plan or who has been receiving extra support in their previous school the continuation of this support will be negotiated through the LA to ensure their needs can be met. The school will only accept pupils prior to their normal admission date if requested by outside agencies. TAs will support them in class mainly. Prior to the beginning of each academic year consultation will take place between year group teachers and SENCo if required, to discuss the child's progress, difficulties and present needs. Any variations of the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school.

Criteria for evaluating the success of the policy

The policy will be evaluated against the following objectives (stated on Page 1) measured by:

- An analysis of teachers planning, which identifies specific objectives for pupils with additional needs, work sampling by SENCo.
- The percentage of pupils with additional needs being fully involved in all aspects of school life
- Increased parental awareness of the desired outcomes for pupils by discussing and receiving copies of IEPs for their child.
- Increased governor awareness of their responsibilities and discussion of the implications of additional needs at both full governors meetings and sub-committees.
- Pupils' involvement in discussing, constructing and reviewing their own IEPs.
- IEP outcomes are monitored to ensure that children make progress
- IEP outcomes take into account the recommendations made by outside agencies
- Pupils' attainment, as measured by objective testing and teacher's professional judgement.

- The head teacher's continued recognition that the curriculum must be relevant to all pupils by taking additional needs into account in the formulation and implementation of policies throughout the school.
- Increased TAs understanding of their role in the school in relation to pupils with additional needs and working collaboratively with the SENCo, teaching staff and staff from external agencies.
- Increased teacher's familiarity with and implementation of the school's special educational needs policy and approaches to meeting the needs of pupils with additional needs.
- The LA receiving timely information about the progress made by pupils with additional needs including those with statements.
- Increased links with Pre-school groups, evaluated through inclusion and smooth integration into the Foundation Stage at Ashton Keynes School.

Complaints procedure

If parents or carers have a complaint concerning provision for their child they should initially discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and the Head Teacher. Should the matter still be unresolved the parents should contact the Special Educational Needs Governor. If the complaint remains unresolved the chair of governors should be involved and finally, after an appeal by parents the complaint should be taken to the LA or the Secretary of State.

Staff training and liaison

Through the monitoring and evaluating of the provision the SENCo, with the Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision. The SENCo regularly attends network meetings in order to keep up to date with local and national updates in SEND. TA's also have the opportunity to attend regular TA network meetings which often focus on a particular area of SEND.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority Team including the Educational Psychologist, Learning Support, Physical and Sensory Impairment Support Service team, Speech Therapist, Behaviour Support team, Health and LA personnel. The SENCo is able to refer children on to the Wiltshire Autism Pathway where there is sufficient evidence to do so. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised and progress made.

Partnership with parents/carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making

processes, including recording children's views and implementing and reviewing where necessary the Individual Education Plan. The school will also update parents/carers with relevant information. Sensitivity, honesty and mutual respect encourage children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which they participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. Children are encouraged to have a voice in deciding the priorities for our School Improvement Plan through the school council. They take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. Children are encouraged to take part in reviewing their progress and in setting new goals and challenges. Parent Surgeries will take place twice a year for parents of children currently on the SEN Support register. This will be an opportunity to discuss concerns as well as to look at progress made and to ask any questions about the additional support that their child receives.

Links with other schools

Links are maintained to ensure smooth transfer at school entry through liaison and visits to early years settings. Pre-school children are invited to visit Ashton Keynes School for a series of induction visits in the term before they start school.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition. Links are maintained with Deer Park, Kingshill and Bradon Forest secondary schools to ensure smooth transition between Years 6 and 7. The SENCO's from the secondary schools contact Ashton Keynes to discuss pupils with additional needs. Parents of children with additional needs are encouraged to contact the secondary schools to discuss their child's specific needs. Other links can be established if necessary with Wiltshire Special Schools to enhance the provision made by Ashton Keynes.

Roles and Responsibilities

1:1 Teaching Assistants Line manager: Lisa Kingston

Name of designated safeguarding lead: Samantha Saville

Member of staff responsible for managing PPG/LAC funding: Jade Smith

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Lisa Kingston

Reviewing the Policy

This policy will be reviewed annually.

This policy should be read in conjunction with the following school policies:

Written by: Lisa Kingston

Date: June 2020

Agreed by staff and Governors

Date:

Signed:

Chair of *Governors*

Appendices

1. Roles and Responsibilities

2. Glossary of Terms

Appendix 1

Responsibilities

1. Governor's Role

"School governing bodies and proprietors must publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans." xx
"Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014". (paragraph xix Code of Practice 2014)

The governors play an important role in:

- Preparing and reviewing the Local Offer: Involving schools, colleges, health services and others Local authorities and their partner bodies and agencies must cooperate with each other in the development and review of the Local Offer. This is essential so that the Local Offer provides a comprehensive, transparent and accessible picture of the range of services available.
(paragraph 4.14 Code of Practice 2014)
- Publishing information about SEN .The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.
(Paragraph 6.74 Code of Practice 2014)
- Ensuring that they are fully involved in developing and monitoring the school's SEN policy.
- Ensuring they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- Ensuring that the SEN provision is an integral part of the School Development Plan.
- Ensuring that the quality of SEN provision is continually monitored
- Ensuring that an annual report is provided to parents.

2. SENCO's role

Currently the SENCO is Mrs. L Kingston who is responsible for coordinating the provision of Special Educational Needs throughout the school. This will involve:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support a
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Taken from the Code of Practice 0-25 (April 2015)

Appendix 2

Glossary of Terms

Annual Review:

the process of ensuring that a Statement of Special Educational Needs continues to describe the child's needs and how they should be met through a meeting held once each year. Contact Wiltshire Council if you would like a leaflet about the Annual Review System

Assistant Education Officer (AEO):

a local authority officer who, in addition to supporting the education officer has responsibility for SEN casework

Code of Practice:

a government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs.

Department for Education (DfE):

a national government department

Differentiation:

the way in which the early years setting/school's curriculum and teaching methods are adapted to meet the needs of a child

District Inclusion Support Meeting (DISM):

a meeting (often held in a District Specialist Centre) to plan and co-ordinate services for children requiring intensive support in the Early Years

Early Years:

birth to five years

Early Years settings:

all pre-school education provision, such as nursery classes and schools, day nurseries, childminders, portage services, pre-schools and District Specialist Centres

Early Years Foundation Stage:

the framework used by all early years settings which sets out standards and provides a flexible approach which supports learning and development until the end of the reception year at school

Education Health and Care Plan (EHC Plan)

a family centred and outcome focussed approach to providing additional support for pupils. The EHC planning process provides more room for joined up decision making than the very SEN focused SEN statementing process.

Educational Psychologist (EP):

a professional employed by the local authority to assess a child's Special Educational Needs and to give advice to schools and settings as to how the child's needs can be met

Education Officer (EO):

an officer of the local authority dealing with provision and placement of children with special educational needs, particularly those with a Statement or undergoing Statutory Assessment. See also Named Local Authority Officer and Assistant Education Officer

Educational Welfare Officer (EWO):

an officer of the local authority dealing with young people who have irregular attendance or frequent absence from school. EWOs look at reasons for attendance problems and work with teams from Social Care to identify and support children involved in child protection procedures

Enhanced Learning Provision:

an individualised and flexible programme of support put in place by all non-selective mainstream secondary schools in Wiltshire (from Sept 08), to meet the high level learning needs of the most needy pupils, who often have a combination of special educational needs.

Individual Education Plan:

a plan written by an early years practitioner/teacher/SENCO, outlining the way the child's needs are being met, and setting SMART targets and shared with parents

Occupational Therapist (OT):

a professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties

Paediatrician (community):

a doctor who specialises in children's diseases and may be responsible for the continuing care of children with special educational needs both before school entry and in special and mainstream schools

Parent Partnership Service (known as ask Parent Partnership in Wiltshire):

a service which provides information and support to parents/carers whose children have special educational needs.

Pastoral Support Plan (PSP):

a plan drawn up by a school to support a child at serious risk of disaffection or exclusion. If a PSP is being written for a child who has special educational needs it should not replace their Individual Education Plan

'P' Levels:

performance levels used to assess a child who is not yet working within the National Curriculum levels of attainment

Provision:

the extra or different help given to children with special educational needs

Provision mapping:

a way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum. It can be used as part of the planning process for a child with additional needs

Portage:

home-based educational support for pre-school children with special educational needs

'SMART' targets:

targets which are **S**pecific, **M**easurable, **A**greed, **R**ealistic and **T**imed. This is what targets for individual children should be like

Special Educational Needs (SEN):

the needs of children who have a learning difficulty, which means that they require special educational provision to be made for them. Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from accessing the education provided for other children

Special Educational Needs Co-ordinator (SENCO):

the person responsible for the planning of special educational needs within school or early years settings

(SENDIST) Special Educational Needs and Disability Tribunal:

an independent body that hears appeals against decisions made by the local authority on Statutory Assessments and Statements

Specific Learning Difficulties (SpLD):

learning difficulties in specific areas, such as dyslexia or dyspraxia

Speech & Language Therapist:

a professional trained to give specialist assessments, advice and treatment for children with communication difficulties

Statement of Special Educational Needs:

a legal document that sets out a child's needs and the extra help he/she should get

Statutory Assessment:

a very detailed assessment of a child's special educational needs. It includes parental, educational, psychological and medical advice and also the advice of any other professional involved with the child. It may lead to a Statement of Educational Needs. Contact Wiltshire County Council if you would like a leaflet about Statutory Assessments

Transition Inclusion Support Meeting (TISM):

a meeting held for children who require additional support during the transition to school, to plan a flexible and individual programme of transition into school life. It will involve parents/ carers as well as professionals who have been involved with the child, and representatives from the child's new school

Abbreviation List

The following list contains abbreviations that you may see written in relation to a child's Special Educational Needs.

ADD Attention Deficit Disorder

ADHD Attention Deficit Hyperactivity Disorder

AEO Assistant Education Officer

ASD Autistic Spectrum Disorder

ask Advice on Services for kids

BESD Behavioural, Emotional and Social Development

BSL British Sign Language

BSS Behaviour Support Service

CAF Common Assessment Framework

CoP Code of Practice

DCE Department for Children and Education (Wiltshire Council)

DfE Department for Education (government)

***DISM** District Inclusion Support Meeting

EA Equality Act

EHC Education, Health and Care Plan

ENT Ear, Nose and Throat

EO Education Officer

EP Educational Psychologist

EWO Educational Welfare Officer

EY Early Years

HI Hearing Impairment

IEP Individual Education Plan

***LA** Local Authority
MDSA Mid-Day Supervisory Assistant
MLD Moderate Learning Difficulties
NAS National Autistic Society
OT Occupational Therapist
PMLD Profound and Multiple Learning Difficulties
PSHE Personal Social and Health Education
PSP Pastoral Support Plan
SALT Speech and Language Therapist
SCD Social Communication Disorder
SEN Special Educational Needs
SENCO Special Educational Needs Co-ordinator
SENDIST Special Educational Needs and Disability Tribunal
SLD Severe Learning Difficulties
SpLD Specific Learning Difficulties
TA Teaching Assistant
TAC Team Around the Child meeting
TISM Transition Inclusion Support Meeting
TR Transition Review
VI Visual Impairment