



Aspire Believe Succeed

St Paul's Catholic Primary School

SEN and Inclusion Policy

'Do everything with love'

This policy complies with the statutory requirement laid out in the SEND code of Practise 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND code of Practise 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)

Name of SENCO (Inclusion Leader): Kate Todd

Written: November 2016

Review date: November 2017

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Please note the SEN information report is within this document as SEN policy.

SEND Policy & Information Report

For: Special Educational Needs & Disability.
November 2016



Aspire Believe Succeed

Our mission statement is: 'Do everything with love' (St. Paul's first letter to the Corinthians 16:14)

At St. Paul's the children are at the heart of everything we do. We believe that all pupils should be respected and valued as part of our mission statement. We aim to:

- Provide an outstanding education for all our children with a curriculum differentiated to meet individual needs.
- Ensure all children have an excellent understanding of the key skills in English and maths.
- Have a highly developed social, moral, spiritual and cultural awareness .
- Encourage our children to have high aspirations for themselves and to develop a love for learning and resilience using a growth mindset.

Introduction

Special Educational Needs and Disability (SEND) is the term used for children who may need additional support from that needed by the majority of their peers. This means that the provision given goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Children who have SEND have their needs assessed so that the provision can be tailored to their specific requirements. At St Paul's we will ensure that all children have access to resources and support that meets their needs. We will ensure wherever possible those children with SEND will have the same access to activities as children without additional needs.

The changes to the 2014 SEN Code of Practice state clearly that '*all teachers are teachers of SEN*' and all of our staff are committed to making every pupil's time with us a happy and rewarding experience. Our school as an Inclusion's Leader who is responsible for overseeing and co-ordinating the provision or support for identified pupils with SEND.

Throughout this document the provision that is offered to children with SEND is explained in different sections. If you have any further questions in the first instance please contact your class teacher. You can also contact the Inclusion Leader through the main office on 02392375488.

This report has been put together by the Inclusion Leader, Kate Todd, based on the requirements set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Written November 2016; to be reviewed November 2017.

Meet the Team

Inclusion Manager/SENCO: Miss Kate Todd

Working as part of the Senior Leadership Team, I work closely with staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for children with Special Educational Needs and Disabilities, ensuring that St Paul's is a fully inclusive school. I have also set up an afternoon nurture provision - this is an exciting project for the upcoming year. Please have a look at the Nurture leaflet and policy also on the school website.

Support is available through:

- Giving advice on issues relating to SEND which includes the four areas of SEND (please see sections below).
- Meeting with class teachers and support staff to ensure that provision is being made, is effective and sharing best practise.
- Meeting with parents to discuss any concerns regarding their child's additional needs.
- Assessments of individual pupils to identify need.
- Referrals may be made to other professionals such as: Educational Psychologist, Speech and language therapy (SALT), Multi Agency Behavioural Support service (MABSs), Child and Adolescent Mental Health service (CAMHs), and other specialist teacher advisors.

Pastoral Workers: Mrs Trish Martin (Emotional Literacy Support Assistant - ELSA); Mrs Dawn Dollery (ELSA); Mrs Jacqui Wallace (Learning Mentor).

They are highly trained and experienced to support the children in overcoming any difficulties that are getting in the way of learning, both working in class and in 1:1 groups. They all also form the rest of the team working with the nurture groups. As part of their work, delivering both group and 1:1 interventions to support emotional literacy, and social skills to name just a few, they also track behaviour across the school using the school's behaviour system. (Please see behaviour policy available on the school website.)

Family Support Worker: Mrs Claire Garner.

Mrs Garner works closely with families and outside agencies to support children and their families if they are experiencing issues or problems. She is a fully trained Child Protection Officer. She also tracks attendance (for further information please see Attendance policy available on the school website.)

ECAR teacher: Mrs Lucy West

Mrs West is a fully trained teacher who offers intensive interventions to children with a specific or significant need. We are an accredited ECAR (Every Child a Reader) school which means our fully trained Teaching Assistants run a number of high impact interventions such as Fischer Family Trust (FFT) and Reading Recovery (RR).

External Support commissioned by the school:

Speech & Language Therapist: Mrs Julie Treanor <http://www.springboardspeech.org.uk/>

School Counsellor: Ms. Rebecca Evans www.rebeccahevanscounselling.com

'Areas of Need' explained

The new 'Code of Practice' (Sept 2014) states that there are four main areas that cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: This means that pupils may find it difficult to:</p> <ul style="list-style-type: none"> • Ignore distractions. • Stay focussed on tasks or instructions • Stay on task without a prompt. • Complete tasks • Use appropriate interaction. • Maintain peer relationships. • Initiate or maintain a conversation. <p>Understanding / Receptive Language: This means that they will need :</p> <ul style="list-style-type: none"> • Visual support to understand or process spoken language. • Augmented communication systems • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language: They will need help to:</p> <ul style="list-style-type: none"> • Develop their language and vocabulary. • Support to develop their ideas and conversations, • Develop their speech sound system. • Support with their Grammar / phonological awareness
Cognition and Learning	<p>Children may have difficulties with the skills needed for effective learning such as the use of:</p> <ul style="list-style-type: none"> • Language • Sequencing and organisational skills • An understanding of number • Problem solving and conceptual understanding. • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability that profiles their learning needs also.</p>
Social, Mental and Emotional Health	<p>Children may have difficulties with social and emotional development which may lead to or stem from</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention and hyperactivity difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and /or Physical	<p>Children may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) without equipment • Oversensitivity to noise /smells/light/touch/taste • Toileting/self care

The Waves of Intervention available at St Paul's:

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels.

Wave 3: Focussed, individualised programmes for pupils working well below age expectation.

	Wave 1 intervention Whole School Approach (1st Quality Teaching)	Wave 2 intervention Targeted Support For Individuals or small groups	Wave 3 intervention Specialised Intervention for those with additional needs
Teaching Approach	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum. • Use of individualised teaching approaches according to needs and interest to ensure effective inclusion of all pupils. • Clear objectives shared with the children throughout the lesson. • Careful explanation of new vocabulary. • Use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. • Consistent routines and systems across the school (including class timetables) • Regular assessment of children's progress and setting next steps in learning • Groups changed to reflect children's learning needs for each lesson • Classroom environment to support learning. • Hands on learning school trips. • Opportunities for independent and guided work, with chances to work with a range of peers of differing abilities throughout the school day. • Whole school approach to learning with a growth mindset, developing resilience and positive self-esteem. 	<ul style="list-style-type: none"> • Teacher and Teaching Assistant providing targeted individual and group support as appropriate. This is identified through pupil progress. • Assessment for Learning is used to inform planning to ensure all children's needs are met. • Termly provision maps for each class identify groups for catch up in English and Maths (including groups targeting inference, handwriting, phonics, spelling, number, times tables, grammar, plus any more that are identified needs specific to those classes). • Early Morning Booster groups (with a pupil premium focus). • Daily readers (1:1) • Pupil Conferencing. • Inclusion leader observation/assessment. • Parent discussion with Inclusion Leader. • Refer to the Portsmouth Ordinarily available Provision Document (2015). 	<ul style="list-style-type: none"> • Support in place for children who are not making progress e.g. • ECAR (Every Child a Reader) • FFT (Fisher Family Trust reading/writing intervention) • BRP (Better Reading Programme) • Precision Teaching (Reading/Writing/Maths) • SEN support plans which are set with Inclusion leader, class teacher and any relevant external agencies (i.e. Educational Psychologist; MABS; CAHMS; SALT*) and where possible in consultation with parents and children themselves. Parents will always receive a copy of these and feedback acted upon. • Referral to any outside agencies as needed. • Application for an Education Health Care Plan (EHCP) if needed. • Refer to the Portsmouth Ordinarily available Provision Document (2015). <p style="color: red; font-size: small;">*MABSS = Multi Agency Support Service. SALT = Speech and Language Therapist CAMHS = Child and Adolescent Mental Health Service.</p>

	<ul style="list-style-type: none"> Refer to the Portsmouth Ordinarily available Provision Document (2015). 		
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Waves of Intervention specific to the 'Areas of Need'

(AS ABOVE - refers to the general interventions stated in the section above 'The Waves of Intervention available at St Paul's')

	Wave 1 intervention Whole School Approach (1st Quality Teaching)	Wave 2 intervention Targeted Support For Individuals or small groups	Wave 3 intervention Specialised Intervention for those with additional needs
<p>Communication and Interaction Needs.</p> <p>→ Speech, Language and Communication.</p> <p>→ Autistic Spectrum Disorders.</p>	<p>AS ABOVE +</p> <ul style="list-style-type: none"> ICT (e.g., iPads, PCs, talking tins) to support learning. Talk partners Drama / Role play Outside theatre groups/shows. Golden Time / Peer interaction. Outside learning activities. Puppets. Clear verbal instructions / explanations which can be simplified with visual or concrete support. Visual timetables. Timers. 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Additional Speaking and Listening groups Social Use of Language. Social stories Communication boards. Symbols. Makaton (as required, plus used for whole class in nursery and reception) Referral to school's own commissioned speech therapist (Springboard). Groups set by above professional to support areas of need in more than one pupil. 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Speech & Language Therapy individual programmes (as set by NHS SALT or Springboard - school's commissioned SALT). TAs trained by SALT to deliver specific children's programmes on 1:1. Work stations with individualised tasks working towards targets. Individualised visual timetables, including 'Now and Next' schedule. Personalised Social stories, Targets specified in SEN support plans (reviewed termly by Inclusion Leader, class teacher, pupils and parent/carers).
<p>Cognition and Learning.</p> <p>→ Moderate Learning Needs</p> <p>→ Severe Learning Needs</p>	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Differentiated work and approaches to teaching. Appropriate and high quality resources. Remove all potential barriers for all pupils. Targeted and timely support for all. Feedback relevant to ability ,specific learning objectives and individualised success criteria. Consideration of home, cultural, language and heritage. Promotion of a positive attitude to learning and behaviour. Motivation to help build positive self-esteem and increase concentration. Time allowances within lessons for learning breaks as needed. 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Group intervention for organisational skills (e.g.) Narrative Groups, mind mapping ICT (iPads, PCs, talking tins etc). Subject specific group interventions (as identified in general section above). Memory games groups for those identified with difficulty in audio visual memory (from Lucid Cops programme). Reading benchmarking of all children termly - identify ECAR assessments. Access to specialist support through the OUTREACH service (via Mary Rose Special School). 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> 1:1 evidence based intervention programmes (e.g.) Precision Teaching - see full list in general section above) 1:1 scribes or readers for assessments. 1:1 TA support for certain subjects (as identified by need or in EHCP).

	<ul style="list-style-type: none"> Promotion of tolerance for others and respect for different skills & abilities. 		
<p>Sensory and Physical Needs.</p> <p>→ Hearing Impairment.</p> <p>→ Visual Impairment.</p> <p>→ Multi-sensory Impairment.</p> <p>→ Physical Needs.</p> <p>→ Medical Needs.</p>	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Whole school approach. Specialist Sports director. After school clubs. Audit of environment to consider adaptations (in line with health and safety policies). Access to a base for therapy if required. Modification of organisation, routine & environment (i.e. most accessible classroom etc). 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Hand gym / BEAM (Balance education and movement). Handwriting practice Extra 1:1 / small group activities Motor skills groups Write dance Targeted small group / individual intervention to address specific needs such as self help skills, independence. Physical aids where necessary or advised by specialists. 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Medical Care plans regularly reviewed in conjunction with outside professionals. School Nurse 1:1 therapy/care by school staff who have been trained by outside professionals. Access and liaison with the Physiotherapist and Occupational Therapy services. Specialist Teacher Advisors for hearing and visual impairments. Individualised social stories to support using new equipment or adaptations for child understanding of own needs.
<p>Social, Emotional and Mental Health</p> <p>→ Moderate Learning Needs</p> <p>→ Severe Learning Needs</p>	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Whole school approach based around our school values of love, respect and inclusion. Careful record keeping and sharing information to ensure care & safety of pupils. Whole school approach; PSHE curriculum throughout the school. Access to Learning Mentor support. Opportunities for children to talk about any fears, confusion, worries. Provision to explain and discuss about events and circumstances surrounding parental mental health problems (Home School link worker). Breakfast club. 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Small group intervention mainly delivered by Learning Mentor or ELSAs Silver Set SEAL (Social, emotional Aspects of Learning). 1:1 emotional literacy & First Aid, Loss Companion from ELSAs, Time to Talk groups. Friendship groups from ELSAs. Lunchtime and playtime support available daily from Learning Mentor and an ELSA. Anger management. Behaviour logs/charts. Time Out. Teacher referral for nurture groups in the afternoon using the Boxall Profile (please see nurture policy). 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> Working with the Joint Action Team & other outside agencies (e.g.) CAMHS, MABS, to ensure appropriate support is provided. CAF (Common Assessment Framework) completion. 1:1 support where needed. Nurture group - targeted support using the gaps identified on Boxall Profile (with Inclusion Leader and ELSA). An external counsellor commissioned by the school providing 1:1 Sessions for identified children.

This details our current provision within the four areas of need. Where further need is identified, or referred to by specialist advisors and outside agencies, this will be implemented in addition and will come under 'Wave 3 intervention'.

Any SEN support plan will be shared and where possible co-produced with parents / carers. Parents / carers will also be fully involved in any process to refer their child to an outside agency or for an Education Health and Care Plan.

Frequently Asked Questions.

If your question is not answered below, please feel free to contact the class teacher in the first instance. Any further queries please contact the Inclusion Leader or Headteacher.

How does St Paul's know if my child needs extra help?

Children may be identified in a variety of ways.

- Liaison from a previous school
- Child performing below age expected levels
- Concerns raised by a parent
- Through discussions at regular pupil progress meetings between the Headteacher, class teacher and Inclusion Leader
- Concerns raised by class teacher
- Liaison with external agencies e.g. medical needs

What does St Paul's do once a need has been identified?

We follow an 'Assess, Plan, Do, Review' Process. This is done in class first - a need is assessed, and then planned for. This plan is then carried out and reviewed by the teacher - this may be enough in some cases to fill that need. If the need or gap is still there the class teacher will refer to the Inclusion Leader who will follow the same cycle, this time using interventions from 'Wave 2'. If the need is still there, referrals to other professionals and agencies will be made (Wave 3 interventions) and an SEN support plan put in place. After this if the gap is still not closing with their peers, we may refer for an Education, Health and Care Plan.

What should I do if I believe my child has special educational needs?

Talk to us - firstly contact your child's class teacher. If you have further concerns please contact the Inclusion Leader or the Headteacher. We are always happy to discuss your concerns and are committed to building positive relations with our parents.

How will St Paul's support my child?

Our Inclusion Leader will oversee any provision and progress of any child requiring additional support in school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant working with your child either individually or as part of a group, if this is considered necessary. The regularity of these sessions will be explained to parents when the support starts.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if it has had an impact?

Regular progress meetings will track that a child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.

Intervention programmes will be evaluated to ensure that they are being effective; if little or no progress has been made, alternative interventions may be provided after discussions with all involved. Parents will be informed of their child's progress at Parents Evenings or more frequent review meetings. Children may be removed from the SEND register when they have reached age expected levels.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least three times a year in Parents Evening to discuss your child's needs, support and progress. For further information the Inclusion Leader is available to discuss support in more detail or may arrange for a review meeting to be held. You are welcome any time to make an appointment to meet with either the class teacher or Inclusion Leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If your child has complex SEND they may have a Statement of SEN (If given before 2014) or an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written annually.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. Children discuss and set their targets with their class teacher in Pupil Conferencing sessions. If your child has a Statement of SEND or EHC Plan, their views will be sought before any review meetings.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Leader for advice and guidance. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required to ensure a child's good health (i.e.) medicine for life threatening conditions such as asthma and diabetes. On a day-to-day basis the teaching assistants oversee the administration of such medicines. The Admin staff do not take responsibility for other medicines such as cough medicines and antibiotics. Parents need to make arrangements to personally administer such medicines if necessary.

What support is available around times of transition - i.e. to a new class, key stage or school?

We understand that change is hard for a lot of children, and work hard to lessen any anxieties around change. Information about your child is always shared between classes from Nursery up to Year 6 to ensure that SEND information, academic ability, strengths and interests, and strategies that are working are passed on. If there are any additional concerns regarding transition, we can put in place a transition plan which may include additional visits to the new class/school, ELSA work about change and new beginnings, and other strategies as needed such as social stories. If you are concerned about your child at a time of transition please speak to the class teacher.

What specialist services and expertise are available at, or accessed by St Paul's?

Our Inclusion Leader is a qualified teacher who is studying for the national SENCO accreditation.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention (MABS/CAMHS); Health, including - GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; physiotherapists; social services including social workers and Educational Psychologists.

What trained staff are there at St Paul's to support my child?

We have:

- A Learning Mentor who is trained to meet the behavioural, social and emotional needs of our children
- Two teaching assistants who are fully trained as ELSAs (Emotional Literacy Support Assistants)
- A family support worker who is here to support with any difficulties that they are experiencing in a friendly and non-judgemental way.
- A specialist ECAR teacher who oversees reading interventions.
- Teaching assistants have training in delivering reading and spelling/phonics programmes, reading interventions and Precision teaching.
- School commissioned Speech and Language Therapist from Springboard.
- School commissioned Counsellor.
- Inclusion Leader (from a Specialist setting background), who also provides, alongside an ELSA, nurture provision as of November 2016).

How is the decision made about what type and how much support my child will receive?

The class teacher, alongside the Inclusion Leader and possibly outside agencies, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going assessments and discussions with parents.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour, with a clear reward system that is followed by all staff and pupils. After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has behavioural difficulties, in the first instant they may receive support from one of the Learning Mentors or ELSAs. If further support is required a Pastoral Support Plan (PSP) may be written alongside the child, parents and possibly MABS to identify specific issues; relevant support is put in place, targets are set and reviewed. Attendance of every child is monitored on a daily basis by the Family Support worker. Lateness and absence are recorded and reported upon to the Head Teacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis, as is improvement in attendance.

What is the school's admission arrangements for pupils with SEND?

At St Paul's we adhere to the Portsmouth Fair Access Protocol and we will always endeavour to make the necessary adjustments and modifications so that a particular child with SEND needs is able to attend. However we are not a wheel chair accessible site so if your child needs specialist provision it is advisable to contact the school and speak with the Inclusion Leader or Headteacher.

What should I do if I have a complaint regarding SEND within St Paul's?

Depending on the nature of the complaint, if you feel able, the first point of contact would be the class teacher and the Inclusion's Leader. After that it would be the Head teacher and the SEN governor - Mr David Smith. We hope that through discussion we will be able to resolve any problems. For further assistance please look at the Complaints policy (on the school website).

Support for Parents of children with SEND: Helpful links.

As well as any support we can offer in school, we would like to signpost you to other organisations / places that may be of use.

Portsmouth Local Offer: This is the Local Authority website with all of the support available for children and parents in Portsmouth.

<http://www.portsmouthlocaloffer.org/>

Portsmouth Parent Voice: Information and participation run by parents for parents of children with additional/special needs and/or disability.

www.portsmouthparentvoice.org

t. 07825 185608

Portsmouth Independent Support: Provides support and advice to parents and children with SEND who are changing from a Statement to the new Education Health and Care Plans.

t. 03306600925

e. info@portsmouthis.org.uk

The Government Parent Guide to SEND (August 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

(Or can be found on www.gov.uk by doing a search 'Parent SEND guide')

For more specific help or advice or local groups please see the Local Offer (website above) or contact the Family Support Worker through the main office at school (02392375488)

Glossary of terms used:

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Co-Ordinator

ELSA: Emotional Literacy Support Assistant

EHCP: Education Health and Care Plan

ECAR: Every Child a Reader

MABSS: Multi Agency Support Service

SALT: Speech and Language Therapist

CAMHS: Child and Adolescent Mental Health Service.

Lucid Cops Programme: This is a programme used to identify areas of need in phonological (phonics); decoding (reading) or auditory (memory) difficulties - previously associated with dyslexia.

Boxall Profile: This is a tool used to assess developmental gaps, and those in social aspects of learning. Statements are given, and answered in numbers from most likely to not at all. These are then put on a graph to see how far away from 'age expected' those gaps are.

In reading other documents around SEND you may find other abbreviations. Please get in touch if you would like any of these explained.

Other related policies (on school website)

Attendance Policy

Nurture Policy

Behaviour Policy