

# Sir James Knott Nursery School



## Special Education Needs and Disability Policy

**“Resilient, Reflective, Respectful”**

<b>Certified as reviewed and approved by the Curriculum and Safeguarding Committee:</b>	<b>29<sup>th</sup> January 2024</b>
<b>Adoption by Full Governing Body:</b>	<b>11<sup>th</sup> March 2024</b>
<b>Designated member of staff's responsibility:</b>	<b>Mr Croft- Headteacher/ SENDCO</b>
<b>Next review date:</b>	<b>January 2026 or earlier if new guidance becomes available</b>



## **Special Educational Needs at Sir James Knott Nursery School**

### **Introduction**

Sir James Knott Nursery School specialises in providing high quality early years education for children aged two to four years of age. Our schools tagline is “Resilient, Reflective and Respectful.”

### **Sir James Knott Nursery School Vision**

At Sir James Knott Nursery School we have carefully crafted a broad, ambitious and inclusive curriculum that enables all learners to reach their full potential. We offer children a unique place to begin their learning journey, valuing the child’s voice and fostering a love for learning with highly engaging and challenging learning environments. We pride ourselves on our play based pedagogy to ensure children become resilient, reflective, and respectful. We have highly skilled and committed staff who support children to research their curiosities and deepen their knowledge, nurturing them to take their place in the wider world. All of this is achieved through positive relationships and a collaborative approach between home and school to ensure that the holistic child is at the heart of all that we do, promoting a joy for life long learning.

We work hard to ensure that pupils receive an inclusive education appropriate to their needs. The school recognises that some children present with special education needs and/or disability before reaching compulsory school age. It is important to identify and assess all children as early as possible and as quickly as is consistent with thoroughness.

Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEND meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEND if they have a learning difficulty or disability that requires additional support that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEND process and provision. All of the children on the SEND register are integrated fully into mainstream classes and supported as appropriate by all staff members. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Provision for children with special education needs and/or disability will initially be made within the school, especially when no statutory assessments is necessary.

Evidence will be gathered and appropriate professional help sought if a child needs intervention beyond that available from within the school and its staff.

Funding will be sought from the Local Authority if the school is unable to meet the needs of a child without additional funding above the National Single Funding Formula which is available for all eligible children.

**The SEND Code of Practice (2014) offers the following guidance on identifying what SEND is:**

5.1 All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

5.4 Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised- identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

5.6 Maintained Nursery Schools **must:**

- use their best endeavours to make sure that a child with SEN gets the support they need.
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENDCO).
- Inform parents when they are making special educational provision for a child.

They **must** also prepare a report on;

- the implementation of their SEN policy.
- their arrangements for the admission of disabled children.
- the steps being taken to prevent disabled children from being treated less favourably than others.
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time.

5.27: In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout early years.

5.28: Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

They must not discriminate for a reason arising in consequence of a child or young person's disability.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early year's education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

### **Key features of the SEND regulations and the SEND code of practice 2014 Under the SEN code of practice 2014:**

- Local Authorities will publish a Local Offer describing the facilities and support available in the area for children with SEND. [Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)
- Local Authorities will involve children, young people and their parents in developing SEND provision.
- There will be in future a single assessment process which is intended to be more streamlined, quicker, and which involves children, young people and families much more fully. This means replacing the current system of statements and learning

difficulty assessments (LDAs) by a '0 to 25' Education, Health and Care Plan (EHC plan) which extends the rights and protection of children and young people with SEND through their early years, primary, secondary and further education and beyond into adult life.

- The Local Authorities can authorise an EHC plan assessment for children or young people referred to it and will then draw up and put in place the EHC plan.
- There will be improved co-operation between all the various services available to and dealing with children and young people with SEND, and very specifically between educational, health care and social care agencies.
- There will be the offer of a personal budget for families that have a child or children who have an EHC plan.

The intended effect of the code of practice will be to ensure that:

- Children's special educational needs are picked up early and support is routinely put in place quickly.
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEND wherever they are.
- Parents know they can reasonably expect their local school, college and Local Authority to provide support, if necessary through an EHC plan and are more closely involved in decisions about services.
- Children who currently have a statement of SEND, and young people over 16 who have an LDA can transfer to integrated assessment and a single EHC plan, which is completed as quickly as possible.
- Parents have greater control over the services they and their family use, with:
  - Every family with an EHC plan having the right to a personal budget for their support.
  - Parents whose children have an EHC plan having the right to seek a place at any state-funded school, whether that is a maintained school or special school, an academy, free school or special academy. Parents may also request a place at an institution operated by independent providers of special needs education.

### **Keeping Children Safe in Education- Updated September 2023**

This document contains statutory government guidance that sets out the legal duties all staff in education must follow in order to safeguard and promote the welfare of children and young people aged 18 years and under in schools, colleges and education settings across the United Kingdom.

It sets out a criteria as to what school and college staff should look out for;

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

## **Ofsted School Inspection Handbook- Updated January 2024**

This framework sets out Ofsted's inspection principles and the main judgements that inspectors make.

### **Pupils with SEND in both mainstream and specialist settings**

275. All parts of the EIF apply to state-funded and non-maintained special schools provision, PRUs, alternative provision and mainstream schools' provision for pupils with SEND. However, as with all provision, SEND provision has some specific factors that should be taken into account.

276. Pupils with SEND have a range of different needs and starting points. Pupils will have unique, individual needs, even where their needs may fall under the same umbrella term, such as autism. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

277. Inspectors will gather and evaluate evidence about:

- how well the school identifies, assesses and meets the needs of pupils with SEND, including when pupils with SEND are receiving remote education
- whether leaders are suitably ambitious for all pupils with SEND
- how well leaders ensure that the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND, including agreeing the approach to remote education
- how well leaders include pupils with SEND in all aspects of school life
- how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision being made for them, including any reasonable adjustments in remote education provision. This covers outcomes in:
  - communication and interaction
  - cognition and learning
  - physical health and development

- social, emotional and mental health
- how well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life. See '[Special educational needs and disability code of practice: 0 to 25 years](#)'.

278. Because of the wide range of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

279. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults, and may experience additional barriers in reporting abuse and having abuse recognised by professionals. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities.

## **Provision-specific considerations**

### **Maintained Nursery Schools**

282. All parts of the EIF apply to maintained nursery schools and to early years provision in mainstream schools. However, as with all provision, maintained nursery schools have some specific factors that should be taken into account.

283. In [maintained nursery schools](#), inspectors will always carry out at least 3 deep dives; one will be in communication and language and one other prime area of learning. At least one other deep dive will be in a specific area of learning.

284. Inspectors will spend most of the inspection time gathering first-hand evidence by observing the quality of the daily routines and activities of children and staff. Inspectors will also discuss children's development with staff. Much of this will be through incidental conversations prompted by observing the children at play and the interactions between them and adults.

285. The choice of teaching methods is a decision for providers. The inspector will judge the quality of the provision in relation to the impact it has on children's learning, development and well-being.

286. We recognise that the disruption to learning caused by the pandemic may have impacted on what children have learned. This could result in some children having a wider than usual range of starting points and gaps in their knowledge. Inspectors will pay close attention to how maintained nursery schools identify and address any of these delays and gaps and what it is doing to address disruption to learning to ensure that children are well prepared for their next stage of education. Inspectors will use all their evidence to evaluate what it is like to be a child in the maintained nursery school, taking account of the ages of the children and whether they attend part time or full time.

287. Inspectors will gather and evaluate evidence about:

- how well the school identifies children's early starting points, particularly those children with SEND.
- the extent to which staff use the 7 areas of learning to introduce children to new ideas, vocabulary and syntax, and to develop children's love of stories, poems, songs and rhymes.
- how well the school includes disadvantaged children (including those with SEND) in all aspects of school life.
- how well leaders ensure that the EYFS curriculum is coherently sequenced to meet all children's needs and starting points.
- whether leaders are suitably ambitious for all children and consider their cultural capital when preparing them for the next stage in their education.
- how successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support children.
- how well children's learning and development are shared with parents as required by the EYFS, and the extent to which parents are supported to help their child to learn.

## **Objectives**

The specific objectives of our SEND policy are as follows:

- To identify learners with SEND and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress in line with the graduated approach.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEND have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEND will be identified as soon as is possible- we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:
  - SEND provision within school supported by a school Individual Education Plan (IEP).
  - SEND provision supported by an Education, Health and Care (EHC) plan, drawn up by the Local Authority in liaison with local education, health care and social care providers who have contact with the family.
- The SEND register, which contains the names of all of the children with SEND, will be updated at least once a term.
- IEPs will be reviewed 3 times a year with teachers, parents and carers, and involved agencies in attendance.
- Parents and carers will be kept informed at all times.



- Clear and up-to-date records will be kept at every stage.
- The Local Authority has the responsibility to make EHC assessments and draw up EHC plans.
- The Local Authority must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the in-house SEND provision or the EHC plan is arranged for the child and targets are updated and monitored.

### **The role of the Special Educational Needs Co-ordinator**

The school will ensure that there is a qualified teacher designated as the SENDCO to be responsible for co-ordinating SEN provision.

The role of the SENDCO at our school is to;

- Ensure all practitioners understand their responsibilities with regards to children with SEND.
- Work with the Senior Leadership Team and the Governors to set out the school's approach to identifying and meeting SEND.
- Advise Key Workers and other colleagues.
- Ensure parents are closely involved from the beginning and throughout the process.
- Ensure that parent/s views are sought.
- Liaise with outside agencies and professionals to support the needs of the child.
- Ensure that all relevant paperwork is completed by all parties.
- Ensure that all records held are current and relevant.
- Ensure that parent/s have copies of all completed paperwork for their own records.
- Attend meetings as appropriate.
- Ensure that any SEND issues are considered on transfer to primary school.
- Provide a written report to the Governing Body at the termly full Governing Body meetings.
- Provide an annual Information Report regarding the implementation of the school's SEND policy which will be published on our school's website. Any changes to the information occurring during the year will be updated as soon as possible.

The Governing Body will ensure that the SENDCO who is the Headteacher has a reasonable amount of designated time to undertake the duties allocated.

### **Roles of the Governors and staff**

The success of the school's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the Governing Body will report annually on the efficacy of the policy and the effectiveness of the provision.

The designated SEND Governor is Victoria Ruddle who will keep an overview of the SEND provision being made. The Governing Body, in conjunction with the Headteacher, has responsibility for the school's general policy and approach to provision for SEND children, including the allocation of resources.

The Headteacher is the designated responsible person in overall charge of the management of SEND provision and its funding and is also undertaking the SENDCO role.

The class teacher has a responsibility towards the children with SEN in their class.

The class teacher has responsibility for:

- Planning a differentiated curriculum with high quality teaching, collecting and gathering information and identifying children's needs in the following areas of learning:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory and/or physical
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating IEP and EHC plan targets.
- Evaluating progress of IEP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEND coordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEND coordinator. The school provides, wherever possible, Teaching assistants to support children with IEP and EHC plans in the classroom/ Nurture Nook.

### **Admissions of children with special educational needs and/or disability**

All children of appropriate age meeting the criteria within the schools Admission Policy are entitled to a place at Sir James Knott Nursery School; this includes children with recognised special educational needs and/or disability. It is fundamental that:

Children with special educational needs and/or disability should have their needs met  
Children with special educational needs and/or disability should be offered full access to a broad, balanced and relevant curriculum; EYFS.

In some cases it may be necessary for the parents, Headteacher/ SENDCO to discuss with outside agencies how this can be achieved prior to the child starting school.

There are children who start school with a recognised need or disability for whom a multi-disciplinary team meeting (TAF) would be held prior to the child starting. However a significant number of children with SEND are identified by their Key Worker or other member of staff once the child has started. It is important that the SEND awareness of all staff, not just the Headteacher or SENDCO, is high and maintained at a high level and relevant to our current cohort of children.

### **Identification, assessment and provision**

The school uses a system of baseline screening with all new children in the nursery provision. Early year's literacy and numeracy screening programmes have been

introduced and have proved successful in improving focus on children's literacy and numeracy skills as well as Readiness for School. These assessments are invaluable in highlighting needs and informing planning. This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

### **Education, health and care plans**

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we initiate an IEP, which often is sufficient extra support. However, if in-school intervention programmes have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the Local Authority to ask for an EHC assessment. The Local Authority will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the Local Authority. (The Local Authority has to produce a document called the 'Local Offer' which describes the support and facilities available.) The EHC plans should be "forward-looking". They should help raise aspirations and outline the provision required to meet the pupil's needs and support them in achieving their ambitions. It adds:

- EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. Local Authorities are obliged to provide a place at the nominated school unless there are very good reasons not to do so. Children's in-school IEPs or EHC plans are reviewed 3 times a year by means of a consultation between class teachers, SEND coordinators, TAs, the Local Authority plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year. The school behaviour policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

### **Children and young people with SEND: specific circumstances**

Supporting children and young people who have SEND and whose individual circumstances require additional consideration such as:

- Are looked-after or care leavers
- Have social care needs, including those who are 'children in need'
- Are educated out of area, in alternative provision, in hospital or at home
- Are the children of service personnel
- Are in youth custody

Children and young people who have SEND and are looked after, have a designated teacher (Mr Croft) for looked-after children as well as SENDCO. He works closely to

ensure relevant school staff fully understand the implications of a child both being looked after and having SEND.

### **Transfer arrangements**

- SEND records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective primary school.
- Learners with SEND are given additional visits to primary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local primary schools are available for consultation before the time of transfer and may visit pupils at nursery phase.
- The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.

The SEND co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

### **Evaluating success**

The criteria for success of the SEND provision are as follows:

- SEND register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all actions highlighted implemented.
- All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEND files in accordance with GDPR.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP/EHC reviews at least once a year.
- Children to be involved, as appropriate.
- Relevant SEND data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by SEND co-ordinators.
- INSET/SEND updates passed on to colleagues where appropriate.
- Children's Early Years Support Plans implemented by Nurture Nook Lead/ Phase Lead and passed on to SEND co-ordinator for termly reviews with parents and professionals.

The Headteacher and Governors use these success criteria to determine the success of the SEND provision.

### **SEND in-service training for staff**

The SEND coordinator attends regular in-service training sessions held by the Local Authority and additional courses and conferences as appropriate. Staff and Governors are encouraged to attend all relevant INSET. INSET is provided for inline with the schools development plan and context of needs for the presenting cohort.

In addition, the SEND coordinator holds INSET for teaching staff and their teaching assistants.

Topics have included:

Current SEND updates, Policy and Legislation.  
Person Centred Planning – The Graduated Approach.  
An analyses and comparison of two inclusive Education systems.  
High Quality teaching and learning (Listening and Attention focus)  
Quality Interaction in the Early Years.  
Being an Effective SENDCO.  
Makaton Training

## **Partnership with parents and carers**

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEND co-ordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEP/EHC plans to be sent to parents and carers at least once a year.
- Each year the governing body will include the following information on their school website:
  - The success of the SEND policy.
  - Any significant changes to the policy.
  - Any consultation with the Local Authority and other schools and units.
  - How resources have been allocated for SEND provision, including the use of the pupil premium where relevant.

## **External agencies**

A wide variety of agencies are available to support children with SEND and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school.

The school liaises with and refers to the following services;

- SENDIASS
- Health Visitor
- The speech and language service.
- Occupational therapy service.
- Visually and hearing impaired support service.
- DCC
- The Educational Psychologist

The school is also aware of the following services which may be referred to during transition:

- The School Nurse
- CAMHS

- The Educational Welfare Officer
- Child and Family Psychiatry Service
- SEND Outreach Service
- Dyslexia Service

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

### **Arrangements for complaints**

Any complaints regarding SEND provision should initially be discussed with the class teacher or the SEND coordinator. If this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, a group of three Governors, including the Governor who has oversight of the school's SEND provision and who will act as chair, will hear the complaint with the Headteacher and SEND coordinator giving their case. Where a child has an EHC plan, the Local Authority is obliged to have in place processes for dealing with complaints, disagreements, and mediation, which are described in its Local Offer.

**Glossary of SEND Acronyms and abbreviations.**

<b>ADD</b>	attention deficit disorder	<b>MARAG</b>	multi agency referral action group
<b>ADHD</b>	attention deficit hyperactivity disorder	<b>MLD</b>	moderate learning difficulty
<b>AS</b>	Asperger syndrome	<b>ODD</b>	oppositional defiant disorder
<b>ASC</b>	autistic spectrum condition	<b>OT</b>	occupational therapist
<b>ASD</b>	autistic spectrum disorder	<b>PDA</b>	pathological demand avoidance
<b>BESD</b>	behavioural, emotional and social difficulties	<b>PEP</b>	personal education plan (for looked after children)
<b>CAF</b>	common assessment framework	<b>PLP</b>	Personal learning plan
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>PMLD</b>	profound and multiple learning difficulties
<b>CIN</b>	Child in Need	<b>PP</b>	pupil premium
<b>CoP</b>	Code of Practice	<b>PSHE</b>	personal, social and health education
<b>CP</b>	child protection	<b>RAD</b>	reactive attachment disorder
<b>CYP</b>	children and young people	<b>RAISEonline</b>	Reporting and Analysis for Improvement through School Self Evaluation
<b>DDA</b>	Disability discrimination act	<b>SALT</b>	speech and language therapy
<b>EAL</b>	English as an additional language	<b>SDQ</b>	strengths and difficulties questionnaire
<b>EHCP</b>	education health care plan	<b>SEAL</b>	social and emotional aspects of learning
<b>EP</b>	educational psychologist	<b>SEND</b>	special educational needs and disabilities
<b>EYFS</b>	Early years Foundation Stage	<b>SENCo</b>	special educational needs coordinator
<b>EWO</b>	educational welfare officer	<b>SLCN</b>	speech, language and communication needs
<b>FAS</b>	Fetal Alcohol syndrome	<b>SLD</b>	severe learning difficulty
<b>FASD</b>	Fetal alcohol spectrum disorders	<b>SLT</b>	school leadership team
<b>FSM</b>	free school meals	<b>SM</b>	selective mutism (formerly known as elective mutism)
<b>GLD</b>	Global learning delay	<b>SpLD</b>	specific learning difficulty
<b>HI</b>	hearing impaired	<b>SPDs</b>	sensory processing disorders
<b>HLTA</b>	higher level teaching assistant	<b>START</b>	Statutory Assessment Resources Team
<b>IEP</b>	individual education plan (at Thorndown we use PLP)	<b>TA</b>	Teaching assistant / teacher assessment
<b>IRP</b>	independent review panel	<b>TAC</b>	team around the child
<b>LAC</b>	looked after children	<b>TAF</b>	team around the family (when CAF is about whole family)
<b>LARM</b>	locality allocation and review meeting	<b>TFF</b>	Together for Families
<b>LDD</b>	learning difficulties and disabilities	<b>VI</b>	visually impaired
<b>LO</b>	local offer		
<b>LSCB</b>	local safeguarding children board		