

Parson Street Primary School

SEND Handbook

2025-2026



What is our intent?

'Get it right for the children with SEND and you get it right for everyone'

Parson Street Primary School is committed to the creation of an empowered learning community where all are valued and lives flourish. Our staff strive to create an inclusive environment which teaches diversity, equality, and respect. As a school, we respect the equal opportunities of all people and do not accept prejudice in any form. This is embodied in our vision statement, "Empowering all to create opportunities for life-long learners in our communities."

To support this vision, the values that are integral to our approach are those that focus on inclusive practice and removing barriers to learning. We seek to overcome social disadvantage and bring about social cohesion and equality. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. We celebrate the diversity of our schools and communities, and through this richness we learn together about what it means to live in a diverse world. We welcome and include all children, regardless of their ability, attainment or background.

Our vision for SEND at Parson Street:

Incorporating our SEND priorities and linking to EEF Guidance Recommendations, the following encapsulate our vision for SEND:

- Create a positive and supportive environment for all pupils, without exception
- Build an ongoing, holistic understanding of pupils and their needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one-to-one interventions
- Work effectively with teaching assistants



Handbook Introduction

This policy sets out the over-arching practice that our schools implement to meet the vision and values noted above.

Details which are specific to each of our schools are contained within the information reports in the attached Appendices.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report
- [Equality Act 2010](#), which legally protects people from discrimination in the workplace and in wider society.
- [Education Bill 2011](#), which legislates around educational policy and provision.

The Inclusion Team:

Deputy Headteacher/ Inclusion Lead – Gemma James

SENDCos – Hannah Read and Andrea Madams

Attendance Lead – Kim Harris

Family Support Worker/ Deputy DSL – Karen Cousins

Designated Teacher for Children In Care – Jo Stevenson

Roles and Responsibilities

The SENDCo / Inclusion Leader

The SENDCo is responsible for coordinating the local provision for children with special educational needs. The SENDCo will:

- Work with the headteacher and local governor(s) to determine the strategic development of the SEND policy and provision in the school and to promote inclusion as a founding principle of the school's offer to its community
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to meet the needs of individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching and can access their education
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with appropriate external agencies, including the Local Authority and its support services, where additional support is required from outside school
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

- Maintain an ongoing cycle of review to ensure that inclusive practices are embedded across the school
- Work with the Designated Teacher for Looked After Children to ensure that children who are in foster care or adopted have appropriate support within school
- Work with the Designated Safeguarding Lead to ensure that all children are kept safe in our settings.

Local Governing Body

The local governing body has oversight of SEND provision and effectiveness. The Local Governing Body will decide how it will (practically) carry out this monitoring responsibility.

It may be that this responsibility is delegated to a person or equally it could be delegated to a group of local governors. Whatever the Local Governing Body decides, work in this area will:

- Help to raise awareness of SEND issues at local governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the local governing board on this
- Ensure that the Local Governing Body works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Consider how TiLA policy and priorities affect provision for children with SEND and liaise with the local governing board to ensure that these issues are adequately addressed.

The headteacher

The headteacher of each school will:

- Work with the SENDCo, Inclusion Leader and Local Governing Body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Liaise with the TiLA Board regarding SEND and Inclusion and their implementation across TiLA schools.

Class teachers

Each class teacher is responsible for:

- Providing high quality teaching that is differentiated and personalised to meet the needs of learners.
- The progress and development of every pupil in their class, including those with SEND
- Ensuring they have a good understanding of the needs of the students in their class and reasonable adjustments that are put in place to support those students.
- Working with the SENDCo to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision, and set targets / write plans for support of these children as part of the assess, plan, do, review cycle.
- Working with external agencies, following their advice and implementing actions relating to any children with identified special educational needs as part of a cycle of planning reviewed by the SENDCo.

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

OR

If they have a significantly greater difficulty in learning than the majority of others of the same age.

OR

If they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Communication and Interaction

Special education needs relating to communication and interaction can relate to speech, language and communication needs, or to children who have a diagnosis of Autism Spectrum Condition (ASC).

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. This can be a difficulty in expressive or receptive language, with the development being delayed or disordered. The difficulty could be in speech production, or in social communication. Learners may have difficulty saying what they want to, understanding what is being said to them or not understanding and / or using social rules of communication. Learners who have ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, social communication, language and imagination, which can impact on how they relate to other children, young people and adults. Their thinking and behaviour can lack flexibility; they may demonstrate restricted, obsessional or repetitive activity. Learners who have ASC find it difficult to understand the behaviour of others. They can also experience high levels of stress and anxiety; this can lead to socially inappropriate behaviours. Some learners have sensory integration difficulties – where their perception and reaction to sound, light, smell, touch and taste can be hypersensitive (discomfort when experiencing minor environmental stimuli) or hyposensitive (constantly seeking sensory stimulation).

Cognition and Learning

Special educational needs relating to cognition and learning can be identified as a specific, moderate, severe or profound learning difficulty.

A specific learning difficulty is an identified need such as dyslexia, dyscalculia or dyspraxia, and these have associated difficulties relating to a child's ability to read, spell or understand, to grasp basic number facts or to organise or move in a coordinated way.

Moderate and severe learning difficulties are identified in children who have difficulty accessing the curriculum across the broad range of subjects due to difficulty acquiring basic skills and requiring wide-ranging support in all areas. Profound and multiple learning difficulties are typically related to cognitive and physical disabilities which provide more complex challenges for a child accessing education and which have a significant impact on a child's attainment.

Social, Emotional and Mental Health

Learners with social, emotional and mental health (SEMH) difficulties may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, habit disorders, oppositional disorders, or physical symptoms that are medically unexplained. Such behaviours may be a result of a diagnosed condition such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder, an anxiety disorder or similar.

Sensory and / or Physical

Special educational needs relating to sensory or physical difficulties relate to hearing, visual or multi-sensory impairment, or a physical disability. These could lead to further needs due to the difficulty for a child accessing their environment, and are likely to require modification to teaching strategies or environments to support the child within school. Sensory and physical needs can affect a child's self-esteem as well as their learning of language and the wider curriculum.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Special educational needs and disability code of practice: 0 to 25 years January 2015 can be found at:

[SEND_Code_of_Practice_January_2015.pdf](#)

Identifying pupils with SEND:

The Graduated Approach is used to support the identification of children with SEND.

To ensure that provision is and remains appropriate for children, we work hard to ensure that provision follows the model of **Assess, Plan, Do, Review** in line with this graduated response.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, carries out a clear analysis of the pupils' needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. Professional services will liaise with the school to help inform the assessments and where appropriate provide actions / recommendations to support the student's progress. Where professional involvement is required to support a student, the SENDCo will make the necessary referral.

The outcomes of assessments will require regular monitoring to ensure that support and intervention is best matched to the needs of the student and that progress is being made. We strive to ensure barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external support staff are involved, their work and advice will help inform the assessment of need.

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Provision that is put in place for a child is recorded on an individual Learning Plan or Passport that details a child's targets and strategies that will support their ongoing progress as part of a cycle of assess, plan, do, review, to ensure that the pupils needs are being met and progress is being made.

Do

The class teacher remains responsible for working with the child on a daily basis, providing high quality teaching in the classroom environment to meet the needs of the pupil. Where the planned interventions involve group or one-to-one

teaching away from the main class or subject teacher, the class teacher will retain responsibility for the overall progress of the pupil. The teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the required intervention and monitor the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be regularly reviewed. This then feeds back into the analysis of the pupil's needs. The SENDCo, working with the class teacher will revise the support considering the pupil's progress and development.

Where a pupil has an Education and Health Care Plan or receives Top Up funding, the local authority, in cooperation with the school must review that plan as a minimum every twelve months. Where students are not making the necessary progress, or the placement is breaking down, the SENDCO will call an emergency review of the EHCP. Individual Learning Plans or Passports plans are also reviewed regularly, in consultation with parents and the child.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Leadership Team
- Analysis of pupil tracking data
- Analysis of the impact of interventions
- Discussions with children
- Meetings with parents
- Monitoring of procedures and practice by the SEND governors.

SEND Register

Children who have been identified as having a special educational need or disability are entered onto the SEND register that is held by the school. It is the duty of each school to formally notify the parents of a child when a special educational need or disability has been identified and hence the child is added to the SEND register.

This register is kept within the school and its contents are held in line with the TiLA policy of confidential record-keeping. Its contents are only discussed with external agencies once parental approval for such a referral has been granted.

If a child is deemed to no longer have a special educational need, then they can be removed from the SEND register. Parents of the child will be notified if this is the case.

SEN Support and Education and Health Care Plans (EHCPs)

The majority of children who have identified SEND will continue to access mainstream education, and ongoing review of needs and targets will help to identify how they can make enhanced progress against their targets. Children whose needs are met in this way are categorised as having **SEN Support**.

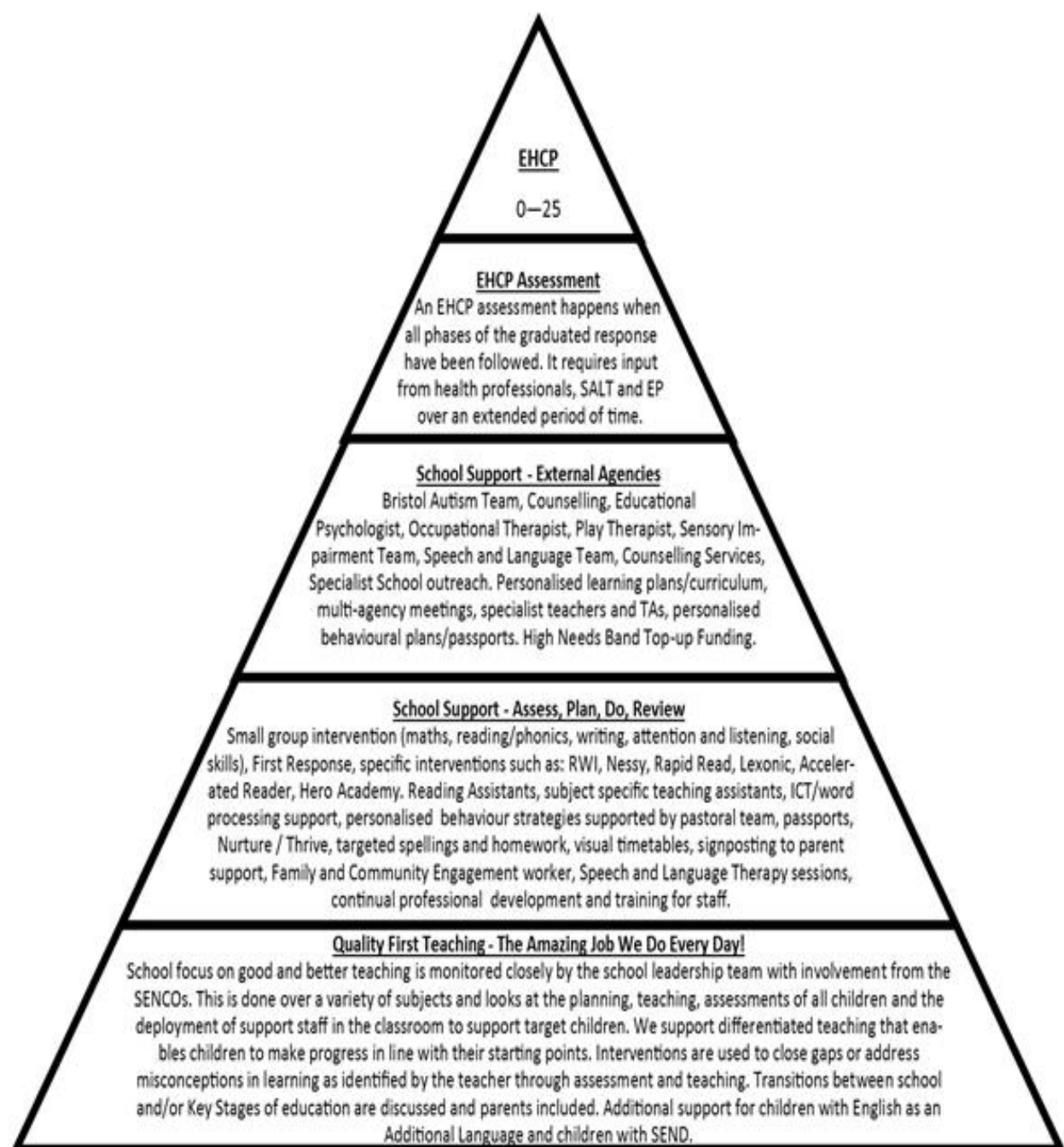
In some cases, where a child has an identified special educational need and may require specialist provision, it is appropriate to apply for an **Education and Health Care Plan (EHCP)**. These documents are produced by the local authority and give further legal protection regarding provision for the child. Further information about EHCPs can be found on the [Local Authority website](#).

Applying for, or receiving, an EHCP does not mean that a child must transfer to a specialist setting, and we welcome children with EHCPs in our schools where we are able to fully meet their needs.

The SENDCO can advise parents and children on steps to take should an EHCP be the appropriate next steps for a child, and support such applications as required.

Children who are categorised as SEN Support, or children who have an EHCP, may require additional funding to put appropriate provision in place to meet their needs. In these cases, our SENDCOs, in consultation with parents, will apply for Top-Up Funding from Bristol City Council, which can help to provide such additional support.

The Graduated Approach:



How is this implemented?

In-School Provision

Wave 1, reasonable adjustments in class – high quality teaching/ quality first teaching/ ordinarily available provision/ access for all – see appendices:

We are proud of our accessibility and continue to improve the access of the physical environment for all through our Accessibility Plan (see policies). Regular staff training is provided to ensure the changing needs of our pupils being met. We regularly review school publications and promote the availability in different formats for those who require it.

We make the following adaptations to the curriculum to ensure all pupils' needs are met:

Parson Street Primary School – Whole School Provision 2022 – 'Get it right for the children with SEND and you get it right for everyone!'				
Wave 1 – Quality First Teaching/ High Quality Teaching/ Ordinarily Available Provision – Available to all	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
	<ul style="list-style-type: none"> Differentiated curriculum – planning, learning, resources, scaffolding etc. Pre-teaching of subject vocab Use of visuals – timetable, cues, prompts, social stories, row and seat Teaching sequencing as a skill Text presented clearly – bullet points, clear font, line spacing, lighting, headings, backing colour Pupils encouraged to explain what they have to do – check understanding Active learning opportunities – concrete, pictorial, pragmatic Links to prior learning explicitly made / retrieval practice integrated into lessons Key learning points reviewed throughout lesson, day, week, term... Conceptual variation Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders A range of writing frames provided Word mats designed for specific subjects/lessons Opportunities to work with a scribe or use ICT when necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties e.g. dictation, typing Coloured overlays, coloured paper for worksheets & coloured background on SMART board Extra time to complete tasks NWO/W Display in classroom aids learning Brain-board-buddy-boss practice Tactile resources e.g. phonics Dual coding devices Positive praise and celebration of progress for all Staff CPD on Communication Principles 	<ul style="list-style-type: none"> Structure – relentless practice of class routines and expectations Use of songs and rhymes Increased visual aids including dual coding, row and seat (vocab and boards), social stories (repeated), PEs Modelling and scaffolding of language Visual timetables at eye level of children Use of reinforcement body language/ signs/ basic Makaton Use of key words/vocabulary emphasised when speaking Pre-teaching of key vocabulary Multi-sensory approaches used to support spoken language e.g. Symbols/ pictures/ props/ concrete/ artefacts/puppets/ role-play Chunked, single step instructions or scripts, with direct use of names Checklists and task lists Delivery slowed down with time given for processing (10 sec rule) Talk partners and other oracy opportunities Seating plan considered so children can see/hear teacher and access prompts Access to a quiet workstation Displays to develop understanding of vocab Use of literal language (avoid sarcasm, idioms, figurative language) Use of simple, positive, direct language of what you want (not what you don't want) and instructions not questions (not 'shall we...?') Eye contact as appropriate Display aids learning and doesn't distract – communication friendly environment Use of ICT to aid communication Create an appropriate environment (noise, room temperature, lighting, room layout) Staff CPD on communication friendly environments, Autism Awareness, SALT 	<ul style="list-style-type: none"> Emphasise positives/praise in public and reprimand in private, to develop/protect children's self-confidence and self-esteem (P/P/R/P) Give pupils classroom responsibilities Refer regularly to school 3 rules – use of positive scripts, WINE (wonder, imagine, notice, empathise) or PACE (playfulness, acceptance, curiosity, empathy) Calming music / breathing strategies Tease around the child approach Brain breaks between tasks Whole class approach – targets, breaks, regulation activities Moving around/sensory breaks/ sensory circuits Interactive strategies e.g. Whiteboards to hold up answers Clear behaviour expectations modelled by staff Visual timers/stop watch Use post-its/ notebook for questions, to stop interruptions Concentration/regulation aids, calm box, sensory equipment, weighted blankets, war defenders, etc Concrete resources easily at hand to support Give a set time and expectation for written work Personalise teaching to reflect pupils' interests Transition from whole class work to independent is taught and actively managed and prepared for. Use of reward system, Dojo A range of differentiated opportunities for friendship development (for example, buddy systems, friendship strategies, circle time, changing seating plan regularly) Broken down steps: modelling, scaffolding Wobble cushions/resistance bands to support sitting in chairs or on carpet spot Meet and greet/ check in at key transition points e.g. start of day, lunchtime etc. Access to safe/quiet spaces – best in room, Hub, Reflection Room, library, outdoor gym, sensory room (tbc with individuals, as appropriate) Appropriate de-escalation strategies in place (time out card, mirroring, redirection to a safe area, activity or resource) Unconditional positive regard and understanding that all behaviour is communication – awareness of basic needs (hunger) Tracking of ABCs, triggers to identify patterns Staff CPD on ADHD, ASD, ACEs, trauma, restorative approach, de-escalation and regulation Identification of key adults for specific children, peer mentors, play leaders 	<ul style="list-style-type: none"> Visual <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting – natural and artificial Eliminate unnecessary copying from the board Where copying is required, ensure appropriate font size- photocopy or use full page magnifier to enlarge Read aloud as you write on the board Avoid standing in front of windows – your face becomes difficult to see Use Lipio/Chromebook for reading if text is too small in physical book Additional time to complete tasks Consider seating – sat at the front closer to board Hearing <ul style="list-style-type: none"> Careful seating – closest to the teacher Keep background noise to a minimum Slow down speech rate Allow more thinking time Repeat contributions from other children – their voices may be softer and speech more unclear Check that oral instructions have been understood Face the pupil when speaking & keep hands away from mouth Co-ordination <ul style="list-style-type: none"> Sat at table where there is sufficient space LH & RH pupils not next to each other with adjacent hands Desks at elbow height Slipping desk stand if required Seated with minimal distractions Encourage oral presentations or use of ICT as an alternative to written work where appropriate Lined paper with sufficient wide spaces between lines to accommodate pupils' handwriting Range of fine motor and gross motor activities Sensory <ul style="list-style-type: none"> Sensory breaks – outdoor gym for resistance Sensory Circuits – alerting, organising, calming/focusing Awareness of environment (noise, temperature, lighting, layout) Flexibility with uniform requirements e.g. Joggers (instead of school trousers) Flexibility with lunch arrangements e.g. small overload of dining hall Ear defenders, Chew Buddy, Resistance bars/ balls Sensory room Preparation for transitions Use of physical proximity

Wave 2, interventions – in and out of class, mainly delivered by TAs/ HLTAs or specialist therapists, can include:

C&I	SEMH	C&L	P&S
1:1 NHS guided support Traded Speech and Language Therapist Lego therapy Word Aware Social Stories Talk Boost Vocabulary groups Narrative groups Attention Autism –Bucket Time More Than Words Phonological Awareness Phonic Boosters Bucket Time Sliding In	Daily Orientation Lego Therapy Sports & Well-being groups Self Esteem and Friendships Sliding In for Selective Mutism Lunchtime Club ELSA Drawing and Talking Social Groups	Teacher-directed interventions 1:1 focus core support Nessy-Dyslexia support Toe by Toe Precision Teaching First Class@ Number Maths interventions Reading Comprehension Plus One/ Plus Two Memory Magic	Sensory Circuits Movement/Reset Breaks Gym sessions Fine motor skills development Gross motor skills and dyspraxia support

Wave 3 – External Agencies

We have a very good network of contacts from external agencies to refer to for further support when needed – this may be for direct support for individual children or for staff training.

We have a link Speech and Language Therapist from Sirona who works in school two days a week. We also have a traded Educational Psychologist from Bristol City Council who comes in to do assessments and staff training. We have a trainee Primary Mental Health Specialist from Off The Record working with us ½ day a week and a Play Therapist who works with us one day a week.

We also make regular referrals to Paediatricians; the Autism Assessment Hub; CAMHs; PMHS; school nurse; Occupational Therapist; Physiotherapist; Teacher of the Deaf support and have effective links with Alternative Learning Providers (Apogee, Lansdown, Learning Partnership West) and Specialist provisions.

How do we measure the impact?

Reviewing the Effectiveness of Provision

Provision for children with SEND is monitored and reviewed regularly by the class teacher, Teaching Assistants, SENDCo/ Inclusion Leader, Assistant SENDCo, Pastoral Lead, the Headteacher and the Local Governing Body representatives.

Recording and Monitoring

- CPOMS is used to record all SEND incidents, referrals and communication. It is also used to share reports with relevant staff securely, in addition to SharePoint.
- All Learning Plans and targets are reviewed and shared with parents/carers 3x a year and at parents' evenings;
- The Inclusion Team meet at least weekly to review impact and case load/ intervention priorities;
- Parent and pupil voice reviews;
- Learning walks and observations;
- Book looks and planning scrutinies;
- Use of Boxall profiling, Emotional Literacy Framework, SALT Assessments, Provision Map and Insight to assess progress and outcomes;
- Soft data (fewer incidents of dysregulation, fewer suspensions...).

Quality Assurance

To ensure the most effective systems are in place, Parson Street use a number of external agencies to assess and evaluate the impact of our SEND systems.

Through:

- TiLA Inclusion Hub SEND Review
- Ordinarily Available Provision Audit
- The Key SEND Review Audit
- Governor Reports

Glossary of SEND Acronyms

ADHD	Attention Deficit Hyperactive Disorder	A condition that includes symptoms such as inattentiveness, hyperactivity and impulsiveness
ARE	Age related expectations	Identify what is expected by a specific age or year group, in the National Curriculum there is a set expectation indicating what a pupil should be able to do by the end of Key Stage 2
ASC	Autism Spectrum Condition	A lifelong developmental condition- the person has a different way of understanding other people and the world around them
AR	Annual Review	The meeting that happens for all students with an EHCP or Statement
BCC	Bristol City Council	
BSSP	Bristol Support Plan	These plans are for children and young people with identified special educational needs or a disability
CAMHS	Child and Adolescent Mental Health Service	CAMHS is the NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties. CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few. There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

C&L	Cognition and Learning Needs	
CPD	Continual Professional Development	Training staff attend internally or externally
EHC NA	Education and Health Care Needs Assessment	To request an investigation as to whether a plan is needed. Can be generated by home or school and requires input from all areas and an Educational Psychologist.
EHCPs	Education and Health Care Plan	The plan coordinates your child's educational, health and social needs and sets out any additional support they may need. They are for children requiring the most specialised additional or different support.
Edukey Provision Map		A website where we collate all current Learning plans and Provisions.
HI	Hearing Impairment	
MLD	Moderate Learning Difficulty	Pupils with Moderate Learning Difficulties (MLD) will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.
OAP	Ordinarily Available Provision	A resource that the local authority expects to be made available for children and young people in mainstream education
PD	Physical Disability	
PM	Provision Map	A programme we used called Edukey to document current provisions/Learning Plans

PMLD	Profound and Multiple Learning Difficulty	A person has severe learning disability and other disabilities that affect their ability to communicate and to be independent
SALT	Speech and Language Therapy/Therapist	Anna Prince (Internal twice a week) Leoni Vooght
SEMH	Social, Emotional and Mental Health Needs	
SEND	Special Educational Needs and Disability	
SLCN	Speech, Language and Communication Needs	
SpLD	Specific Learning Difficulty	Dyslexia, Dyscalculia, Attention deficit disorder (ADD)
TA	Teaching Assistant	
TUF	Top Up Funding	
VI	Visually Impairment	