



At Lobley Hill Primary School we aim to ‘Be the Best We Can Be’ through being curious, adventurous and respectful in order to achieve personal excellence.

Lobley Hill Primary School Special Educational Needs and Disability Policy

Approved by:	Governing Body	Date: March 2024
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Last reviewed on:	December 2023
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Next review due by:	December 2024
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Special Educational Needs and Disability Policy

Rationale

At Lobley Hill Primary School, we are committed to meeting the special educational needs and/or disabilities (SEND) of all children. We are passionate about the teaching, learning and wider school experience of all children at our school. In line with the SEND Code of Practice (2014), we aim to have high aspirations for each child at our school. We pride ourselves on being a community focused school that seeks to celebrate inclusion in all its forms; we believe in equity of treatment for all.

All children are entitled to a broad, balanced, relevant and adapted curriculum. The school will ensure these entitlements are met by enabling appropriate access to the whole curriculum for all children. Children identified as having special educational needs will be supported at school level and/or, when deemed appropriate by professionals and parents/carers, an Education, Health and Care Plan (EHCP). We endeavour to ensure that all children identified as having a special educational need will be assessed, reviewed and listened to regularly throughout the year; all communication will be shared with parents/carers.

Provision for all children with special educational needs and disabilities will be met within mainstream curriculum, where appropriate. As and where necessary, such provision will be supplemented by special learning support and interventions. Amendments to a child's curriculum in the shape of interventions will predominantly be designed to challenge a particular barrier to learning that hinders progress. Barriers to learning are decided through thorough conversations with all professionals working with a child, in addition, the involvement of parents/carers through a meeting with the class teacher and/or Special Educational Needs Co-ordinator (SENCo).

The school will support teachers and teaching assistants through a programme of continuous professional development designed to raise working knowledge of processes and practice in relation to working with children with special educational needs. Through working with external agencies, the school SENCo and other professionals, we hope to support all staff working at our school by ensuring the provision of appropriate time, resources and in-service training exists.

As a school, we will seek to form effective partnerships with parents/carers of children with special educational needs, ensuring they are informed and involved in the full decision-making process.



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Compliance

Our Special Educational Needs and Disabilities Policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 (2014), and has been written with reference to the following guidance documents:

- [Equality Act 2010](#): advice for schools DfE (February, 2013)
- [SEND Code of Practice 0-25](#) (2015)
- [Schools SEND Information Report Regulations](#) (2014)
- [Statutory Guidance on Supporting Children at School with Medical Conditions](#) (April 2014)
- [The National Curriculum in England, Key Stages 1 & 2](#) (2014)
- [Safeguarding Policy](#)
- [Accessibility Policy](#)
- [Teachers Standards](#) (2016)
- [Keeping Children Safe in Education](#) (2023).

Lobley Hill Primary School will seek to work in conjunction with Gateshead Council, Education Gateshead, Gateshead Local Authority, Gateshead Special Educational Needs (SEN) Team and all other relevant external agencies, ensuring all support is accessed and all statutory requirements are met.



Section 1 – Lobley Hill Primary School Introduction

Throughout their time at Lobley Hill Primary School, the vast majority of children will experience times in their lives where their needs vary. All adults working in school recognise that each child is different. Every child has different strengths, abilities and areas of development – which need to be adequately addressed by the whole school community. In line with the SEND Code of Practice (2014), class teachers are responsible for the learning and progress of all children within their class and are therefore deemed the primary educator for their child when within school. It is the responsibility of the school SENCo to support teachers, teaching assistants and children with special provision, assessments and strategies to ensure all children make progress, in a manner that supports progress and removes any barriers to learning.

All children must be afforded the opportunity to participate in a broad, balanced and creative curriculum, including the National Curriculum, and in all activities of the school. The National Curriculum helps teachers at Lobley Hill Primary School by providing a starting point for planning a school curriculum that meets the needs of individuals and groups of children. Where appropriate, special arrangements will be made for those children with specific needs, whose progress may be impeded. Those who have been identified as having special needs will be encouraged to develop their own strengths and be involved in the decision-making progress.

Lobley Hill Primary School's SEND policy includes children who are working significantly below age-related expectations, as well as any child having a barrier to their learning and those identified as a young carer. Where this is the case, parents/carers will be actively involved and informed in the decision-making process. In some cases, the process of attaining an Education Health and Care Plan (EHCP) may be appropriate. External agencies, such as Special Educational Needs and Disability Information Advice and Support Service (SENDIASS), will also be contacted to help make this process accessible for parents and school will support where necessary.

We will make arrangements to support children with medical conditions. Through an Individual Health Care Plan, all adults working with children with known medical needs will be informed as to how best deliver a co-ordinated provision for children.



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Section 2 – Values and Aims

All staff at Lobley Hill Primary School have a responsibility to ensure effective SEND practice across the curriculum and wider school life. This is for the benefit of all children, parents/carers and those connected to our school community. To encourage effective and inclusive practice, we are committed to the following principles:

- To ensure that all children's needs are identified and assessed at the earliest opportunity;
- To monitor the progress of children in school regularly and communicate this to parents/carers on a termly basis;
- To ensure all staff are aware of disability equality and support positive outcomes for all children;
- To provide flexible, sensitive and accurate support for child learning that seeks to cater for children's short and long-term needs and any barriers that they might have to their learning;
- To ensure that teaching staff are aware of children's needs, therefore enabling them to plan and deliver inspiring, appropriate and engaging school-based experiences;
- To guide all staff toward relevant resources to support teaching and learning;
- To liaise with other agencies, e.g., The High Incidence Needs Team (HINT), Educational Psychologists, Early Years Intervention Team, Health and social Care, etc. Thus, enabling school to provide tailored and specialist support to children with special needs;
- To provide appropriate support and in-service training for all staff and to value their development as teaching professionals;
- To inform, value and listen to the Governing Body and update on SEND during termly reviews. During this time, the allocation of the SEND budget will be discussed;
- To ensure children with special educational needs are given equality of opportunity and form part of the school decision making process.

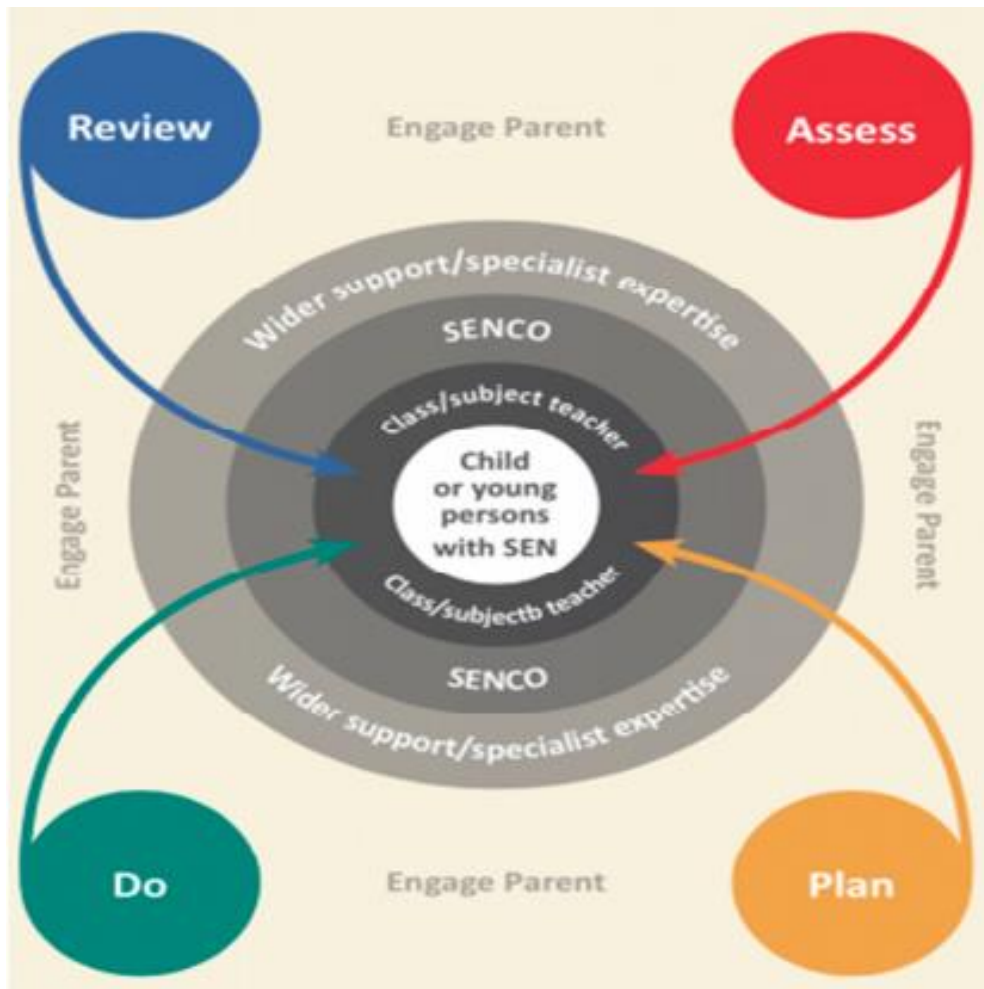


Section 3 – Identifying needs/barriers

The special needs of all individuals and groups will be met by:

- Setting suitable and inspiring learning challenges with a broad, balanced and creative curriculum – for all children;
- Responding to children’s diverse learning needs;
- Overcoming barriers to learning and assessment for individuals and groups of children.

The school seeks to adopt a graduated response model towards special needs. As detailed in the SEND Code of Practice, 2015.



As per the model above and to ensure the graduated response in school, the SENCo will consult with internal colleagues, as well as external practitioners/agencies. The SENCo will work collaboratively with the Family Support Worker, as well as the wider Leadership Team.

Using formative assessment, through termly Pupil Progress Meetings and a communication log on our internal system, class teachers and the SENCo can suitably assess children with special educational needs across the school. Furthermore, learning walks, analysis of children’s work and their special educational needs will take place routinely. This will ensure that children are



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emotionally and socially secure, whilst accessing an appropriate curriculum that has been adapted to their needs.

Through considering the academic, social, behavioural and emotional progress of each child, the school seeks to value the whole child's development, measuring not just academic achievement and attainment – but valuing skills which enable children to be highly successful members of society.

Lobley Hill Primary School references the SEND Code of Practice (2015, p95) when characterising concerns about a child's academic progress. We believe special support/intervention may be needed when:

1. Progress is significantly slower than that of their peers starting from the same baseline;
2. Progress fails to match or better the child's previous rate of progress;
3. Fails to close the attainment gap between the child and their peers;
4. The attainment gap between child and peers widens;
5. There is a need for intervention with social and emotional development.

Following concerns being shared through appropriate channels, the SENCo, parents/carers, class teachers and teaching assistants will consider wider support/specialist expertise regardless of whether a child is deemed to have a diagnosed special educational need or not. Such support may also be sought if parents/carers have concerns about a child outside of school.

Identifying a Special Educational Need at Lobley Hill Primary School

As stated in the SEND Code of Practice 0-25 (2014), a child or young person has a special educational need or disability if he or she:

- Has significantly greater difficulty in learning than the majority of other of the same age;
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of mainstream post-16 institutions;
- Needs support in managing their social and emotional needs.

At Lobley Hill Primary School, a child will be deemed to have Special Educational Needs, 'where their learning difficulty calls for special educational provision, namely provision different from or special to that normally available to children of the same age.' (SEND Code of Practice 0-25, 2015). A child's special educational need/barrier to learning will be identified through discussions with parents/carers, class teachers and, where appropriate, with the child themselves. These meetings are designed to help find the best intervention to support the child/family.

A key pillar of our SEND Policy at Lobley Hill Primary School is ensuring special educational needs are identified as early as possible. We recognise the importance of intervening as early as possible when a child begins to present a barrier to learning that slows progress. We recognise however, that some children's needs will only become apparent as progress throughout school. With this in mind, we seek to develop rigorous systems that inform class teachers of best practice when identifying needs. Through staff meetings, continuous professional development and standards meetings, a clear and consistent process has been



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communicated with teachers. This includes how to refer children to the attention of the SENCo, the ideology of special needs practice at Lobley Hill Primary School, and how to scaffold conversations with parents/carers.

Where a child is identified as having a special educational need or disability, their needs will be categorised as per the SEND Code of Practice 0-25 (2014) into the following four categories:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition (ASC), and those with Speech, Language and Communication Needs.

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.

- **Social, Emotional and Mental Health Needs**

This includes any children who have an emotional, social or mental health need that is impacting their ability to learn.

- **Sensory and/or Physical Needs**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Lobley Hill Primary School recognises that some children' progress and attainment is affected by factors other than a direct special educational need as mentioned above. Other factors that may make it harder for a child to reach their potential at primary school include:

- Having English as an Additional Language;
- Being a Looked After Child;
- Their health and welfare;
- Attendance and Punctuality;
- Various Barriers related to social inclusion;
- Health/medical needs.



Section 4 – The Graduated Approach to SEND Support at Lobley Hill

The school has adopted the **Assess – Plan – Do – Review** model, outlined in the SEND Code of Practice 0-25 (2014). Where a child has been identified as having a special educational need and/or disability, support will be allocated as follows:

Classroom staff have a concern about a child and have identified a barrier to learning. Class teacher remains responsible and accountable for the progress and development of pupil. They will continue to provide adapted, high quality learning opportunities.



Class teacher to implement/adapt interventions and strategies to support the child. These will be discussed at Pupil Progress Meetings initially and ensure the consistency of Quality First Teaching (QFT). Allow a period of time for this to be monitored closely (this will be agreed with appropriate staff).



Review the interventions and strategies, after allowing time and gathering of evidence. Discuss at the next meeting if concerns remain.



Class teacher informs SENCo of concerns and individual needs in relation to the pupil. A conversation takes place relating to intervention strategies that could support the child's accuracy and rate of progress. All concerns are recorded on our internal record keeping system.



SENCo to observe child and discuss further with class teacher. Class teacher and/or SENCo then meets with parents/carers of child to discuss and agree strategies for use in home and school. Opinions are listened to, recorded and acted on. In some instances, a Learning Plan will be devised by the class teacher- this will be shared with parents/carers and reviewed on a termly basis.



SENCo supports with intervention programme ideas or the involvement of external support. Class teacher to monitor the quality of provision child is receiving and this to be discussed regularly at Pupil Progress Meetings and feedback progress at termly reviews.



Class Teacher to keep records of interventions and monitor progress through assessment and Learning Plans. Data is shared with parents/carers.



Class Teacher and SENCo use assessments to review progress and plan future learning opportunities. The cycle will continue to run and in some cases, marks the end of the process for specific children.



We have a total communication approach at Lobley Hill Primary School. As outlined in the model above, it is our responsibility to adapt high quality learning opportunities for all of our learners in school.

The total communication approach is about finding and using the right combination of communication methods for each child. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations. This approach supports our children in being the best they can be.

Examples of different formal and non-formal types of communication that can be used include:

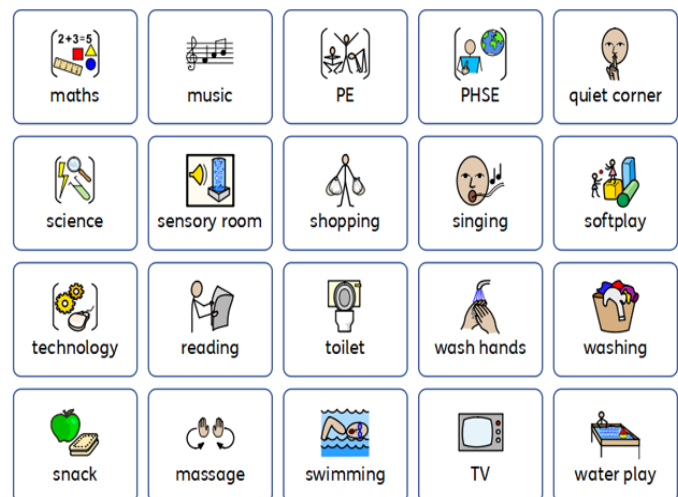
- **Non-verbal:** including body movements, hand over hand methods, breathing patterns and eye pointing. Textures, smells, temperature, intensive interaction and routine can also support communication by allowing an individual to anticipate what is going to happen next;
- **Language-based communication:** including speech, lip reading, giving and receiving information in large print and sign systems, including British Sign Language (BSL) and Makaton. Sign systems may be independent sign, on body sign or hand under hand sign;
- **Symbol systems:** including using objects of reference (real objects and object symbols), Picture Exchange Communication System (PECS), line drawings, pictures and photographs. We are also in the process of adapting our whole school environment with 'Widgit' symbols. These are simply-drawn, colourful symbols, that illustrate a single concept in a clear and concise way (you may have seen these in health settings before). You will see these as you explore our environment at Lobley Hill. We also use these symbols to support with teaching children new vocabulary and giving instructions so you may see them on resources we use with the children (these may be black and white or in colour).

These methods of communication can be used in any combination and will be individual to the child. During informal and formal discussions with parents/carers as well as external professionals, we will discuss the types of communication we believe to be the most effective for the child.



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Key EHCP annual dates and information (as of December 2023)

Meeting Date	Focus	Attendees
Autumn 2	<ul style="list-style-type: none"> ▪ Assessment Data ▪ Progress ▪ Provision 	<ul style="list-style-type: none"> ▪ Parent/Carer ▪ SENCo ▪ Class teacher ▪ Child (if appropriate)
Spring 2	<ul style="list-style-type: none"> ▪ Assessment Data ▪ Progress ▪ Provision 	<ul style="list-style-type: none"> ▪ Parent/Carer ▪ SENCo ▪ Class teacher ▪ Child (if appropriate)
Summer 2	<ul style="list-style-type: none"> ▪ Assessment Data ▪ Progress ▪ Provision ▪ Transition into next year/key stage 	<ul style="list-style-type: none"> ▪ Parent/Carer ▪ SENCo ▪ Current and new class teacher ▪ Child (if appropriate)
Annual Review (dates will Vary for each child)	<ul style="list-style-type: none"> ▪ EHCP Review ▪ Provision ▪ Targets 	<ul style="list-style-type: none"> ▪ Parent/Carer ▪ SENCo ▪ External Professionals
Year 1, Year 2 and Year 6 children	If your child is due to take a statutory assessment, e.g. Phonics Screening, Key Stage 1 SATs or Key Stage 2 SATS – an email will be sent to parents/carers to discuss whether we feel it is appropriate for your child to take the test.	
Transition	If your child is in Year 6, a transition meeting will take place to share all information with secondary school	<ul style="list-style-type: none"> ▪ Primary SENCo ▪ Primary Class Teacher ▪ Secondary SENCo



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Section 5 – Managing Children’s Needs on the SEND register

The SENCo will keep an up-to-date list of children who are deemed to have SEND on a Special Educational Needs Register that is readily available to all teaching staff across school. Children included on the SEND Register are those considered by the staff to need high levels of intervention – sometimes following a diagnosis/report from an external professional. A child will also be added to the SEND Register if they have a visual or auditory learning need and are undergoing treatment that challenges this barrier to learning.

All children included on the SEND Register shall be categorised by the level of support received.

The school may consider an application for an EHCP where a child has been identified as having complex/profound special educational needs and/or disabilities and requires special provision which exceeds the cost of £6000 (payable from the school’s designated funding). Any consideration for alternative provision to mainstream education, requires an EHCP. EHCPs can help the school to provide additional levels of support to help meet the needs of the child and meet statutory requirements. Parents/carers may make their own request for assessment for an EHCP and will have the support of the SENCO; the SENCo can provide relevant documentation to support the application, if appropriate.



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Section 6 – Supporting Children and their Families

Parents/Carers can find information about how the Local Authority seeks to support families via the Lobley Hill Primary School website, by calling the Special Educational Needs Team and Disability Team on 0191 433 3626 or emailing senteam@gateshead.gov.uk.

Parents/Carers can also see Education Gateshead's Local Offer at: www.gateshead.gov.uk/localoffer.

We operate an open-door policy in relation to special educational needs and disabilities at Lobley Hill Primary School. Advice, support and opinions can be sought from the school SENCo through making an appointment via the school office: 0191 4334080 or via email: sarahmchugh@gateshead.gov.uk. We will endeavour to provide advice through using prior experience and knowledge of the child first. If we feel however that external agency or more specialist advice would be more beneficial, we will use our relationships with these services to acquire more pertinent information.

At points of transition (i.e. between classes, moving from Nursery to Reception, from Year 6 to Year 7), the school affords everyone an opportunity to meet the new teacher or visit the forthcoming provision. The SENCo is able to accompany parents/carers looking at moving their child into a school that may be more beneficial when meeting the needs of a child with a specific barrier to learning. The school affords, where possible, special visits to meet their new class teacher, a process which is designed to make a daunting transitional time a more positive and enjoyable experience.



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Section 7 – Supporting Children with Medical Conditions

The school recognises that children with medical conditions should be effectively supported so that they have full access to the curriculum, including school visits and Physical Education. Some children with medical conditions may be categorised as having a disability. Where this is the case, the school will comply with the duties highlighted in the [Equality Act 2010](#).



Section 8 – Monitoring and Evaluating the SEND Provision in place

The Governing Body and The Wider Leadership Team evaluate and review the provision for children with special educational needs and/or disabilities. The governor assigned to SEND and Inclusion will meet the SENCo at least twice a year to consider the following success criteria:

- Any children with SEND are identified at the earliest opportunity;
- The wishes and views of the child and parent/carer are taken into account;
- The effectiveness of the school in meeting all children's special educational needs and/or disabilities;
- Intervention programmes are accurately delivered, measured and analysed;
- Numbers of children who move between different levels of the graduated SEND agenda – especially those whom are diminishing the gap between those and their peers;
- There remains equal access to school activities for all children.

The SENCo's responsibility in monitoring and evaluating SEND provision at Lobley Hill is as follows:

- Supporting in the planning of interventions to ensure children are receiving a personalised curriculum that meets their needs;
- Attends relevant wider Leadership meetings to discuss issues arising and to enable whole-school planning for provision;
- Attends Pupil Progress Meetings, where appropriate, to discuss the needs of children across school;
- Monitors the achievement of children with SEND and barriers which may slow their progress by working with all professionals working with the child;
- Informs and includes parents/carers throughout the decision-making process;
- Communicates with outside agencies regarding referrals, support and advice;
- Participates in lesson observations, ensuring the teaching and learning of children with SEND is to a high standard, allowing for good progress;
- Works collaboratively with The Family Support Worker and shares necessary information.



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The Wider Leadership Team:

- Discusses and agrees a provision map;
- Monitors and compares progress and attainment of all groups of children;
- Monitors the provision through the School Improvement Plan;
- Sets Performance Management targets for the SENCo;
- Monitors the impact with the SENCo for the allocation of the SEND Budget.



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Section 9 – Training and Resources

Lobley Hill Primary School will allocate funds to meet the needs of children with SEND to the sum of £6000 per child, where appropriate. When a child requires a greater sum than £6000 per annum to meet their needs, the SENCo will request an assessment by the Local Authority for an EHCP.

Staff allocated to delivering and planning interventions are active participants in the SEND cycle. This process is reviewed termly to ensure that the quality of interventions is high and that any resources/training can be sought at the earliest possible opportunity.

New staff to school will have an induction meeting with the SENCo to discuss the needs of the children throughout the school, school policy and how the process of making referrals works.

Finally, it is the responsibility of the SENCo to signpost or source an intervention that best fits the needs of a child. It is therefore imperative that the SENCo participates in the SEND cycle and ensures that it is effective for all children across school.



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Section 10 – Storing and Handling Information

The SENCo holds central records relating to children with SEND. These documents are shared with the relevant members of staff and information is uploaded to Behaviour Watch.

Class teachers and teaching assistants will write Learning Plans for all children on the SEND Register and the plans will be reviewed on a termly basis, once assessment data has been completed. Children on an EHCP, do not require a Learning Plan. This ensures that children's targets are not just part of intervention programmes but become embedded within their daily quality first education.

Finally, class teachers and teaching assistants will receive all information when a child starts their new class. This will help transition, shape future planning and ensure a child's needs are being met as early into the academic year as possible.



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Section 11 – Reviewing the Policy

This policy will be reviewed and agreed annually by the SENCo, Wider Leadership Team and Governing Body.



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Section 12 – Complaints Procedure

Complaints under this policy fall under the school's Complaints Policy which, as a general rule, promotes informal resolution of difficulties before more formal procedures are required; this policy can be found on the school website.

Where parents/carers wish to make a complaint about the handling or a decision made by the LA, for example in a request for statutory assessment of assessment for an EHCP, separate procedures apply. These can be found through the 'Gateshead Local Offer'.

Advice for parents/carers can also be sought through the Parent Partnership Service, working with the Barnardos service.



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Section 13 – School contacts and external agency contacts

SENCo Lobley Hill Primary School	Email- sarahmchugh@gateshead.gov.uk Phone- 0191 4334073
Family Support Worker Lobley Hill Primary School	Email- kathrynjobling@lobleyhillprimaryschool.gov.uk Phone- 0191 4334073
Children and Young People's Service (CYPS)	Email- ntawnt.notcyps@nhs.net Phone- 0191 2466913
Common Assessment Framework and Team around the Family (CAF and TAF)	Email- change4children@gateshead.gov.uk Phone- 0191 4332764
Early Help and Support	Email- earlyhelpsevice@gateshead.gov.uk Phone- 0191 433319
Early Years Assessment and Intervention Team (EYAIT)	Email- christinabirkinshaw@gateshead.gov.uk Phone- 0191 4338734
Educational Psychology Service	Email- enquiriesps@gateshead.gov.uk
Ethnic Minority and Travellers Achievement Services (EMTAS)	Email- jennyedwards@gateshead.gov.uk Phone- 0191 4338539
Gateshead's SEND Information and Advice Service at Barnardos (SENDIAS)	Email- eliabeth.lowery@gateshead.gov.uk Phone-0191 4784667
High Incidence Needs Team (HINT)	Email- SENITsupportteam@gateshead.gov.uk Phone- 0191 4338530
Low Incidence Needs Team (LINT)	Email- SENITsupportteam@gateshead.gov.uk Phone- 0119 4338530
Occupational Therapy	Email- ivydunne@gatehsead.gov.uk Phone- 0191 4335058
Physiotherapy- Queen Elizabeth Hospital	Phone- 0191 4453124
Speech and Language Therapy (SALT)	Phone- 0191 4820000
Special Educational Needs and Disability (SEND) Team in Gateshead	Email- senteam@gateshead.gov.uk



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Section 14- SEND Acronyms

Acronyms

ALP	Alternative Learning Provision	PSHEE	Personal, Social, Health and Economic Education
ANSD	Auditory Neuropathy Spectrum Disorder	QFT	Quality First Teaching
ARMS	Additionally, Resourced Mainstream School	QTMSI	Qualified Teacher of CYP with Multi-Sensory Impairment
ASD	Autism Spectrum Disorder	QToD	Qualified Teacher of the Deaf
ATC	Assisted Technology Computer	QTVI	Qualified Teacher of CYP with Vision Impairment
AWPU	Age-weighted Pupil Unit or Basic Entitlement (funding)	SaLT	Speech and Language Therapy
BSL	British Sign Language	SEAL	Social and Emotional Aspects of Learning
CAMHS	Child and Adolescent Mental Health Service	SEMH	Social, Emotional and Mental Health
CLDD	Complex Learning Difficulties and Disabilities	SENDSCO	Special Education Needs and Disabilities Co-ordinator
CVI	Cerebral Visual Impairment	SEND	Special Education Needs and Disabilities
CYP	Child or Young Person	SLCN	Speech, Language and Communication Needs
CYPS	Children and Young People's Service	SLD	Severe Learning Difficulties
CSE	Child Sexual Exploitation	SLT	Speech and Language Therapist
DAF	Disability Access Fund	SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
dB HL	Decibels Hearing Level	SRE	Sex and Relationship Education
DfE	Department for Education	SSE	Sign Supported English
EAL	English as an Additional Language	TA	Teaching Assistant
EBSA	Emotionally-based School Avoidance	TAF	Team Around the Family
ECAT	Every Child a Talker	VI	Vision Impairment
EHA	Early Health Assessment	VOCA	Voice Output Communication Aids
EHCP	Education, Health and Care Plan	YOT	Youth Offending Team
ELKLAN	Training by Speech and Language Specialists to Education Staff		
ELSA	Emotional Literacy Support Assistant		
EP	Educational Psychologist		
EYFS	Early Years Foundation Stage		
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.		
HI	Hearing Impairment		
HINT	High Incidence Needs Team (CSC, SLCN, SpLD, SEMH)		
LA	Local Authority		
LINT	Low Incidence Needs Team		
MSA	Midday Supervisory Assistant		
MSI	Multi-Sensory Impairment		
MAPPA	Multi-Agency Public Protection Arrangements		
NatSIP	National Sensory Impairment Partnership		
NC	National Curriculum		
NPA	National Portage Association		
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance		
NVC	Non-Verbal Communication		
OT	Occupational Therapist		
PECs	Picture Exchange Communication System		
PMN	Physical and Medical Needs		