



**Parkwood**  
Part of Oasis Hub Parkwood

# **SEND Information Report**

**Oasis Academy Parkwood**  
**February 2024**  
(review Feb 2025)

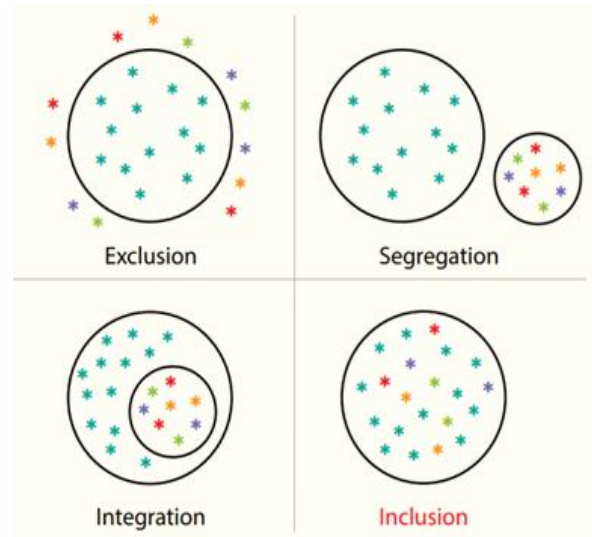
At Oasis Academy Parkwood we have a passion and a commitment to include everyone in all aspects of school life - treating them equally regardless of differences.

# Introduction

Here at Oasis Academy Parkwood, we have an **inclusive curriculum** to meet the needs of all our learners, to ensure all our children with SEND can be as independent and healthy as possible and **to achieve their full potential**.

To achieve this, we actively **support and remove barriers** to learning, as all our children are entitled to an education that is appropriate to their individual needs. All staff encourage children to develop self-belief to become the best versions of themselves so that they can reach their **personal milestones**.

Our approach to SEND aspires for **true inclusion at the heart of the community**. We aspire to support all staff, at all levels, to achieve genuine inclusion wherever possible, rather than exclusion, segregation or provision in separate classrooms, to reflect the Oasis mission and values. This means that we need to offer **equity**, rather than equality, adjusting our academy offer to **meet children where they are at** and provide enhanced support for those who need it, within all stages of our graduated response.



'The Oasis Way' offers a different approach to enact true inclusion in our communities for every child with SEND:

Our approach to SEND is **child-centred**. Rather than focusing on behaviours and diagnostics, we take time to know every child as an individual, centring pupil and parent voice to develop a holistic picture



of their strengths and areas of need to provide tailored support they need to flourish.



Our approach to SEND is **strengths-based**. Rather than seeing children with SEND through a deficit lens as problems to be 'fixed', we celebrate difference as an asset, seeking to identify and amplify the existing strengths and assets of children with SEND as a springboard to promote increased connection, belonging, and progress.

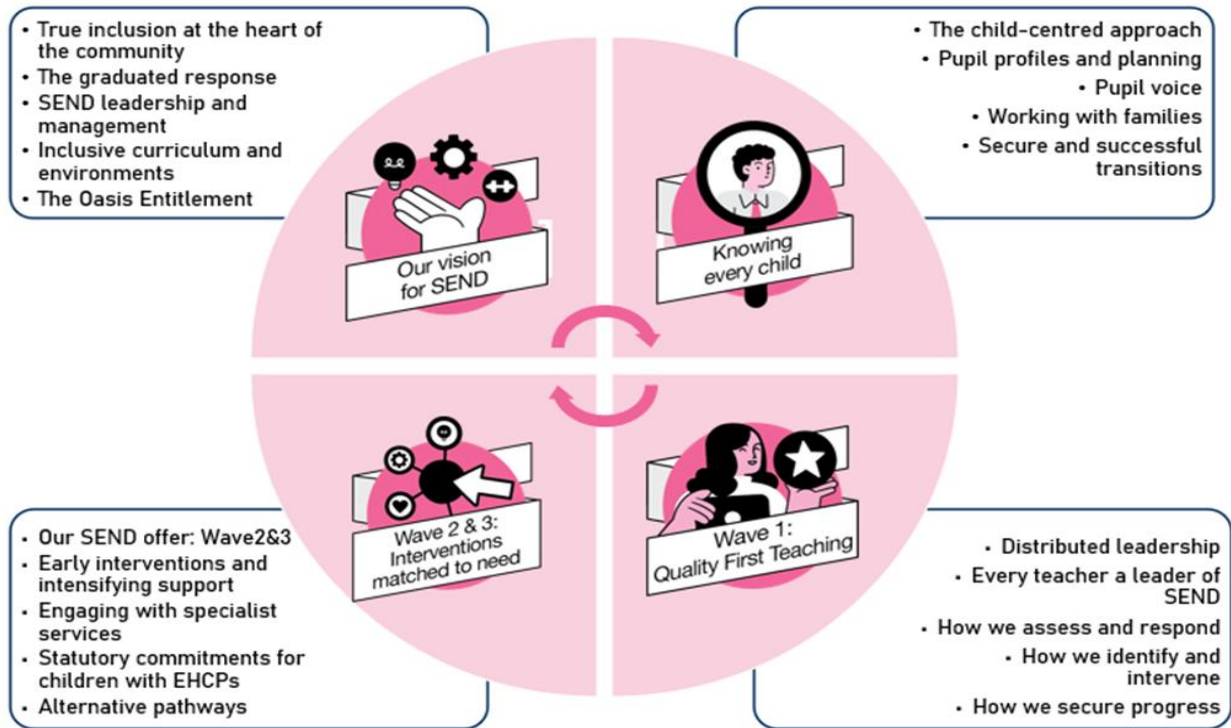
Our approach to SEND seeks to **adapt our systems to fit the child**. Rather than presenting rigid systems that demand all children conform to fixed rules and expectations or be excluded, we seek to design systems that are flexible, creative and solution-focused, to meet every child where they're at and provide the support alongside the high expectations that will lead every child to thrive, regardless of additional needs.



Each policy area within the framework is divided into four levers to act as guideposts to support all staff to implement change. When staff seek to understand an aspect of inclusive practice, our levers show them the way:

- **Lever 1:** Our vision for SEND
- **Lever 2:** Knowing every child
- **Lever 3:** Wave 1 - Inclusive High Quality Teaching

• **Lever 4: Wave 2 & 3 - Interventions matched to need**



We know that the parents, carers and families of children with SEND may face certain challenges, therefore it is our ambition to provide them with access to the relevant professionals and information to best support their child.

We place **great emphasis** on keeping pupils and parents well informed to ensure that **good relationships** are at the heart of everything we do.

## THE OASIS ENTITLEMENT

- All of our pupils, including children with SEND have full access to the Oasis Entitlement, a holistic offer and guaranteed set of opportunities during their time at the academy and every child has the chance to experience a wealth of exciting, inspirational and potentially life-changing opportunities.

- We carefully monitor the participation of pupils with SEND to ensure that full equity of offer is available to all pupils.



KEY AREAS OF FOCUS	CONSIDERATIONS
Mental health support, including through specific pathways	Pupils with SEND may have higher incidences of mental health needs, particularly those with SEMH or neurodiversity, and may struggle to seek help due to communication needs. Consider planning specific pathways to mental health support for these groups to avoid increasing distress.
Pupil leadership and pupil voice activities	Pupils with SEND are often forgotten about when pupil leadership roles are made available, particularly if pupils are asked to self-nominate through formal application processes. Consider how to remove barriers to leadership roles for pupils with SEND so their voices are heard.
School productions, sports teams, music lessons and after-school clubs	It is important to use data to track and monitor the engagement of pupils with SEND in school productions, sports teams, music lessons and after-school clubs to ensure that they are supported to participate fully in enrichment activities to build belonging, develop skills and increase wellbeing.
Residential trips, educational visits and careers opportunities	Pupils with SEND often experience barriers to accessing cultural capital and careers pathways. It is important to use data to track and monitor the participation of pupils with SEND in these opportunities to remove barriers and ensure full equity of offer to the Oasis Entitlement.

This document aims to provide you with answers to frequently asked questions and links to some different types of support that are available to you. If you need further information, please contact the Mr Farman (Assistant Principal Inclusion) via the Academy Office.

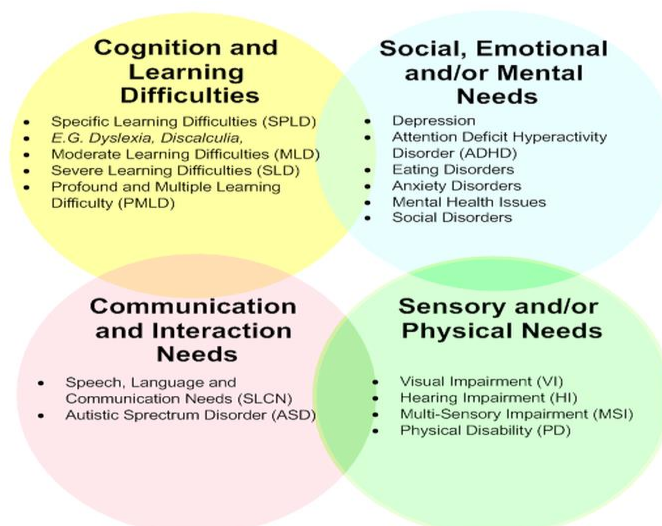


# 1. What kinds of Special Educational Needs are provided for at Oasis Academy Parkwood?

Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered in four broad areas of needed s laid out int the SEND Code of Practice 2014:

- **Communication and Interaction**  
*Speech, Language and communication Needs (SLCN), Autism Spectrum Disorder (ASD)*
- **Cognition and Learning**  
*Specific learning difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)*
- **Social, Emotional and Mental Health difficulties (SEMH)**  
*Depression, Attention Deficit Hyperactivity Disorder (ADHD), Eating Disorders, Anxiety Disorder, Mental Health Issues, social Disorder*
- **Sensory and/or Physical needs**  
*Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment,(MSI), Physical Disability (PD)*



## Summary of SEND in our School:

About our School:

Oasis Parkwood is a medium mainstream Primary School in Scunthorpe. We are part of Oasis a Multi-Academy Trust. We have around 330 children in our school, divided into 12 classes, including a Nursery on site. Below is a summary of SEND in our school.

### Summary of primary need: 2023/24

Need	EHC	School Support	Total % of SEND
<b>C&amp;I</b>	<b>1</b>	<b>20</b>	<b>21 (47%)</b>
ASD	0	4	4(9%)
SpLD	0	1	1(2%)
MLD	0	10	10 (23%)
<b>SEMH</b>	<b>0</b>	<b>6</b>	<b>6 (13.6%)</b>
PD	0	2	2 (4.5%)
VI	0	0	0 (0%)
HI	0	0	0 (0%)
<b>Total</b>	<b>1 (0.3%)</b>	<b>43 (14.2%)</b>	<b>44(14.5%)</b>

### SEND students by year:

Year	EHC	School Support	Total % of cohort
<b>F1</b>	<b>1</b>	<b>0</b>	<b>1(10%)</b>
<b>F2</b>	<b>0</b>	<b>1</b>	<b>1 (3%)</b>
<b>1</b>	<b>0</b>	<b>6</b>	<b>6 (15.8%)</b>
<b>2</b>	<b>0</b>	<b>6</b>	<b>6 (13%)</b>
<b>3</b>	<b>0</b>	<b>12</b>	<b>22(22%)</b>
<b>4</b>	<b>0</b>	<b>8</b>	<b>8(20%)</b>
<b>5</b>	<b>0</b>	<b>6</b>	<b>6(21.4%)</b>
<b>6</b>	<b>0</b>	<b>4</b>	<b>4(7.4%)</b>
<b>Total</b>	<b>1(0.3%)</b>	<b>43 (14.2%)</b>	<b>43 (14.5%)</b>

These figures do change throughout the academic year, and this will be dependent upon SEND identification in school and also any new pupils arriving at the school, who have already be identified in previous setting.

## 2. How does Oasis Academy Parkwood know if children need extra help?

Oasis Academy Parkwood set out how pupils will be identified in the policy document, 'Special Educational Needs and Disability', located on the Academy website.

All staff at OAP are responsible for identifying pupils with possible special educational needs. We are all teachers of SEND.

### **We know when pupils need help if:**

- Information passed on from Nursey setting/previous schools.
- An Initial Concern form is used to compile and record concerns by Academy staff. This may lead to additional assessments. The child can be monitored more closely, and the next step can be considered, which might include consultation with other professionals.
- Concerns could be raised by parents, teachers, teaching assistants or the pupil's previous school/nursery.
- Attainment is below national expectation for their age.
- There is less than expected progress.
- The attainment gap is widening between a pupil and their peers.
- By continually assessing the levels of ability, and being aware of communication, Physical, social, and emotional needs.
- SEND Team and Parent Meetings.
- A pupil's attendance is poor.
- There may be a change in the pupil's behaviour.
- A pupil requests help or receive help often in the academy.

### **What should a parent do if they think their child may have special educational needs?**

- Parents should in the first instance speak to their child's teacher.
- If appropriate, the teacher will make an internal referral to the SENDCO for additional support.
- School will then inform you that your child has been added to the SEND list.



### 3. How will parents/carers and Oasis Academy Parkwood know how my child is doing?

A person-centred approach is at the heart of decision making for children with SEND at Oasis Parkwood.

We follow the graduated response - Assess, Plan, Do, Review. (See #4)  
Parents are involved at every stage of their child's education through:

- Every pupil is discussed at least 3 times a year at SEN review meetings, and this is in addition to their standard whole class progress meetings.
- Regular meetings are held between SENDCO and the pastoral team, as well as staff meetings with teachers and support staff
- Parent's meetings
- Data Tracking for pupil progress and parent reports
- SENDCO meetings
- EHCP annual reviews
- Teacher's available after school at home time
- Senior Leaders available at the start of every day near the entrance
- Communication by telephone, email, home/schoolbook where necessary or inviting parents/carers into the Academy to discuss concerns and to find ways forward.
- Parental Questionnaires
- Parents Info page on website
- SEND Information report
- Good relationships with key person/class teacher
- Pupil voice

## 4. How does the Academy support pupils?

**Inclusive High Quality teaching, adaptive work for individual pupils, is the first step in responding to pupils who have or may have SEND.**

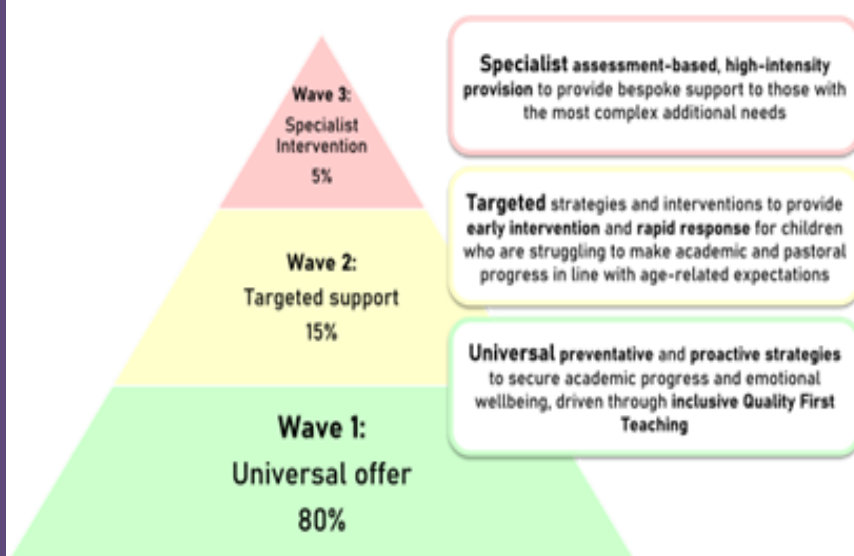
If this is identified as not enough for an individual, we then offer the following:

- Adult support in small groups or individual lessons
- Personalised curriculum
- Evidence based interventions
- Nurture provision
- Peer support
- Social groups
- Extra-curricular activities
- Technology in class/interventions
- Breakfast club
- Quiet Lunch
- Inclusive classroom checklist
- Rainbow Room
- Adaptation of resources and/or learning environment
- External agency referrals to request involvement
- Delivery of targets from external agencies e.g. physiotherapy or speech and language therapy

The decision about additional support depends on the individual needs of the pupil. Most pupils with SEND will receive Support and have a Support Plan in place with targets. A few pupils having Education, Health and Care Plans (EHCP) will receive the most support. For these we follow, 'The Graduated Response'.

- The graduated response is a **staged intervention plan which targets the level and expertise required depending on the child's needs**. The graduated response works by **connecting teams and systems** in the school together to ensure there is a **co-ordinated and transparent approach**.

- The graduated response approach **increases the intervention required at each stage**, while assuming that all components in the previous stage will continue to be available to the child, thereby **building on the offer over time and increasing its potential to impact change**.
- The graduated response is an **early intervention mechanism** and works best when decisions are taken early as intervention is required and **revisited, refined and reviewed over time**.
- The graduated response has **3 layers of support** ranging from universal, to targeted and specialist.



- A **transformative universal offer (wave 1)** stems from a **coherent organisational system**, delivering preventative and proactive strategies to secure academic progress and emotional wellbeing through inclusive Quality First Teaching.

- **Targeted support (wave 2)** offers **rapid responses** for children struggling to make academic and pastoral progress in line with age-related expectations, adding depth to the range of interventions targeted to meet their needs.
- **Specialist intervention (wave 3)** reflects the **expertise required** to support those few children with the **most complex needs who are most at risk** and require ongoing response and review.

• Interventions may be used by the Class Teacher to support a child's individual needs, or they may be included in 'pre' or 'post' teaching as part of their lesson.

• Parents/carers are informed by letter, and meetings are offered termly, or as required to review the child's progress.

• External agencies such as Health and Social Care may be involved depending on individual circumstances.

• The Nurture/Pastoral Team and Speech and Language Mentor will liaise with parents/carers and staff regarding their input.

## 5. How does Oasis Academy Parkwood evaluate the effectiveness of provision for SEND children?

Impact tracking is completed at least termly and adaptation to provision is made considering these findings.

- Send information report, reviewed annually, posted on school website
- The SENDCo, principal and class teacher meet regularly to review the list of children and their progress in progress meeting
- Data review with Principal and SENDCo

## 6. What support will there be for my child's overall wellbeing, including social, emotional and mental health?

We place strong emphasis on developing children's understanding of their own and others' needs and feelings through a programme of PSHEC (personal, social, health, education and citizenship). This may be taught as;



- Discrete lessons and as Well-being, Heritage, citizenship, Sustainable World, Safeguarding, Inclusive world and performance weeks
- Integrated into other subjects and within the Oasis 9 Habits of Hopeful, Joyful, Compassionate, Considerate, Self-control, Humble, Honesty, Patient and forgiving.
- Promoted through assemblies and other day to day events in our academy life

- School works closely with the Charity 'With Me in Mind' offering courses and support in school/home

### Pupils are also supported by:

- Safeguarding team
- Social skills interventions
- School council
- Pupil voice
- One Page Profiles
- Meet and greet by a known adult daily
- Breakfast, lunch and afterschool clubs
- Positive behaviour policy and anti-bullying policy
- Pupil premium/pupil premium plus
- Keeping Children Safe in Education Guidance
- Staff being trained (*Jan 2024*) in 'Thrive' training to support pupils
- With Me in Mind - Gravity Programme (*Spring 1 - 2024*) and Well-being Ambassador training (*Spring 2 - summer 2024*)
- Pupil Encounters Course and Friendship groups with targeted individuals/groups



### Families are supported by:

- Early help team
- Person centred planning
- School health team - The School Nursing services can be contacted to discuss any health concerns through a referral system
- Attendance is monitored, with those at risk of low attendance being supported by Academy staff and the Attendance Officer.
- Pastoral team
- Breakfast, lunch, and afterschool clubs
- The Academy manages the administration of medicines, and the designated medical lead provides advice and support to parents and staff regarding this
- First Aiders are deployed at various points across the Academy; most staff being first aid trained. This is done during staff INSET sessions and training is on a rolling programme to ensure all training is kept up to date.

- Signposting children and families to safeguarding information
- SEND information and Advice and Support service.
- Trained staff (Summer 2023) support and run the 'Oasis Encounters Programme' (NVR course) to support parenting in the family home
- With Me in Mind courses every month on different aspect of Well-being

## 7. How are staff kept up to date with the Special Educational Needs in School?

**SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND.**

The school seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs.

Specialised training for teachers and support staff (both external and in house) is an important part of ensuring that they have the appropriate skills and knowledge to support children with SEND. The Academy accesses other specialist services as follows; Speech and Language Therapy, Behaviour Support Service, Physiotherapy, Occupational Therapy, the Autism Team and Outreach from St Luke's Special School who may also deliver specific training.

### Whole staff

- Mental health and well-being
- Staff INSET days
- Oasis SEND levers
- Safeguarding
- CPOMS

### SENDCO

- Oasis SENDCo termly strategy/community meeting
- SEND National conferences (09.07.24)
- EHCP training and support
- Early help assessment
- LA Network meetings (2.10.23, 18.03.24, 18.06.24)

### Individual staff

- Speech and language therapy
- Direct Phonics
- Athletics
- Team Teach
- Insight assessment
- Nurture support - including some



<ul style="list-style-type: none"> <li>• Prevent</li> <li>• Access to 'With Me in Mind (WMIM) training each month</li> </ul>	<ul style="list-style-type: none"> <li>• Oasis SEND - 'The Oasis Way for Inclusive Practise training: (19.09.23, 16.11.23, 25.01.24, 7.03.24, 20.06.24)</li> <li>• SENDCo - involved in SENDAP observing and panels meeting</li> <li>• <math>\frac{1}{2}</math> Termly Meeting with WMIM</li> <li>• Termly meeting with linked EP</li> </ul>	<ul style="list-style-type: none"> <li>therapy play - Thrive training</li> <li>• SALT therapy training</li> </ul>
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## 8. What specialist services and expertise are available at or accessed by the Oasis Academy Parkwood?

<u>Local Authority</u>	<u>Health</u>
<ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Hearing &amp; Visual impairment teams</li> <li>• Early Help team</li> <li>• Counselling service</li> <li>• Bereavement counselling service</li> <li>• Social Services</li> <li>• Special Educational Needs and Disabilities Information and Advice Service (SENDIASS)</li> <li>• Occupational Therapy</li> <li>• School Nurse</li> <li>• Educational Welfare Officers (EWO)</li> <li>• Autism Team (ASET)</li> <li>• Outreach from St Luke's Special School</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy (SALT)</li> <li>• School Nurse With Me In Mind'</li> <li>• Children's Occupational Therapy Service</li> <li>• Children's Physiotherapy Service</li> <li>• Community Paediatric Team</li> </ul>

## 9. How accessible is Oasis Academy Parkwood for children with SEN or disabilities?

The school is equipped with ramps for entry into the building and accessible toilets on the ground floor including changing facilities with a shower.



As a fully inclusive school, Oasis Academy Parkwood has several features to allow disabled access to our site:

- Wide doors for wheelchair access and an automatic entrance door in the academy
- Shower area and two disabled toilets at either end of the building
- Our school building is a step free zone with all facilities at ground level
- All children have the right to access off site educational visits where it is safe for them to do so. All pupils with additional needs can access all Academy activities. Risk assessments are carried out on all visits.
- For those with additional needs, alternative provision can be made, for example, additional adult support, alternative transport arrangements or alternative arrangements for the administration of medicines.
- Medical needs are catered for, including key staff that are trained to deal with administration of potentially lifesaving medication such as epi-pens.
- Additional equipment and communication aids are used where they support access for particular pupils.
- The Academy is surrounded by flat pavements with an on-site disabled parking space.
- The Academy has a dedicated Medical Room

## 10. How will Oasis Academy Parkwood prepare and support my child to transfer to a new school or next stage of education?

Some children with SEN can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. Towards the end of every year, there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

All new pupils are invited to look around the Academy before they join the Academy with their parents. Also, all new pupils are usually paired with a class buddy to look after them on their first few days.



Staff are invited to reviews and multi-agency team meetings. Separate pathways may be available for those pupils if needed (especially in the case of ASD pupils or pupils with SEMH).

When moving to secondary school the SENDCO/Class teacher or any member of staff linked to a class or pupil will liaise with all the receiving schools, regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

### Pre-school

- Home visits
- Open Days
- Liaison with pre-school SEND services
- Transition meetings with nurseries/ pre-school settings

### To a new school

- Transition meetings with School staff
- Additional transition visits
- Person Centred Planning Meetings
- One Page Profiles
- EHCP reviews
- Move-up days
- Transition books

### Between age phases

- Sessions with the new teacher
- Visits to the new classroom
- Additional transition visits
- Person Centred Planning Meetings
- One Page Profiles
- EHCP reviews
- Transition books

## **11. How are the academy's resources allocated and matched to children's special educational needs?**

**The Principal and SENDCO ensure that children with SEND have the resources they need in order to make good progress and be fully included in academy life.**

The Academy's SEND budget is allocated by the Principal, which then becomes the responsibility of the Business/Finance Manager. The SENDCO will liaise with Principal and Business manager to discuss pupil's needs and target provision.

If the assessment of a pupil's needs for an Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan in partnership with the Local Authority.

## 12. How are SEND children and parents consulted with and involved in their education?

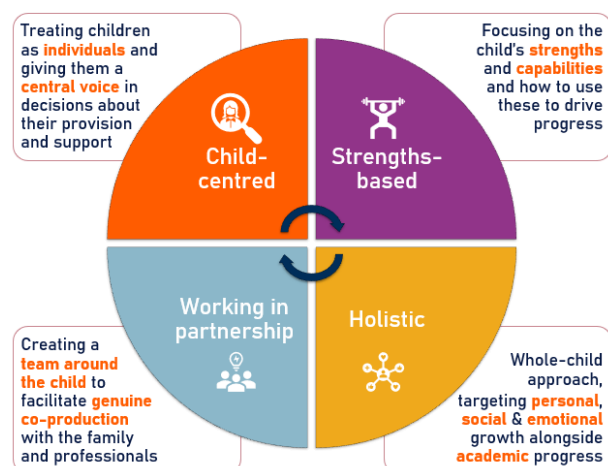
Young people are involved at every stage of their education through: The child-centred approach is also referred to in SEND literature and Code of Practice as the 'person-centred approach' as the legislation applied to adults up to the age of 25.

3 core elements of the child-centred approach are:

- centring the **voice of the child and their family in all decisions** made rather than assuming we know their views or know best by taking the 'expert' position
- Seeing each **child as an individual** rather than focusing on an assumed understanding of their area(s) of need, our assumption of their needs and how it may manifest, or generalising care based on other children or groups of children
- Focusing on **outcomes that serve the child rather than systems**, to ensure the best results for each child are achieved

We can strive to make our approach and our processes more child-centred by developing **3 key areas of practice**:

1. Using research and applying child-centred approaches: having a knowledge base of child-centred theories and practice, collaborating with other colleagues to develop child-centred methods.
2. **Recognising and amplifying the experience and values of the child, family and voice of the wider system and their experiences**



### 3. Developing our **organisational culture** to ensure **genuine co-production is embedded through relational and reflective practices**

#### **GUIDANCE FROM THE SEND CODE OF PRACTICE (2014):**

**The person-centred approach is defined in the SEN Code of Practice as a process of assessment and planning that should:**

	Focus on the child or young person as an individual
	Enable children and young people and their parents to express their <b>views, wishes and feelings</b>
	Enable children and young people and their parents to be <b>part of the decision-making process</b>
	Be easy for children, young people and their parents or carers to <b>understand</b> , and use <b>clear ordinary language</b> and images rather than professional jargon
	Highlight the child or young person's <b>strengths and capabilities</b>
	Enable the child or young person, and those that know them best to <b>say</b> what they have done, what they are interested in and what outcomes they are seeking in the future
	<b>Tailor support</b> to the needs of the individual
	Organise <b>assessments</b> to <b>minimise demands</b> on families
	Bring together <b>relevant professionals</b> to discuss and agree together the overall approach
	Deliver an <b>outcomes-focused</b> and co-ordinated plan for the child or young person and their parents"

- Good relationships with key person/class teacher
- One page profile
- Person centred planning meetings
- Parents Evening
- EHCP reviews
- Pupil voice
- End of year reports around progress and effort
- Communication by telephone, email, home/school book where necessary
- Teachers available every afternoon at home time
- Senior Leaders at the pupil entrance at the start of every day
- home visits



## 13. Who can parents contact for further information?

Parents can contact their child's teacher in the first instance.  
Mr Farman (SENDCO) [info@oasisparkwood.org](mailto:info@oasisparkwood.org) 01724 861072

### SEND School Information

The SEND Local Offer in North Lincolnshire aims to provide you with the information you may need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. It can be found at the following link:

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability \(northlincs.gov.uk\)](http://northlincs.gov.uk)

SENDIASS offers confidential and impartial information, advice and support to children, young people and their parents/carers on Education matters and Health and Social Care matters in relation to education. It aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

[SENDIASS | North Lincolnshire \(nlsendiass.org.uk\)](http://nlsendiass.org.uk)

Where parents/carers can get extra support. Who can parents contact for further information?

### Other sources of information

North Lincolnshire Council website:

[www.northlincs.gov.uk](http://www.northlincs.gov.uk)

The SEND Information and Support Service (SENDIASS formerly the Parent Partnership Service) - <https://www.nlsendiass.org.uk/>

Council for Disabled Children: [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Independent Parental Special Education Advice (IPSEA): [www.ipsea.org.uk](http://www.ipsea.org.uk)

British Dyslexia Association (BDA):

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

National Autistic Society (NAS):

[www.autism.org.uk](http://www.autism.org.uk)

Royal National Institute for the Blind (RNIB):

[www.rnib.org.uk](http://www.rnib.org.uk)

National Deaf Children's Society:

[www.ndcs.org.uk](http://www.ndcs.org.uk)

Updated February 2024

# Special Education Needs terms

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

**ADD** Attention Deficit Disorder

**ADHD** Attention Deficit and Hyperactivity Disorder

**ASD/ASC** Autistic Spectrum Disorder/Autistic Spectrum Condition

**BESD** Behavioural Emotional and Social Difficulties

**CAF** Common Assessment Framework

**CAMHS** Child and Adolescent Mental Health Service

**CIN** Child In Need

**CoP** Code of Practice

**CP** Child Protection

**DCD** Developmental Co-ordination Disorder

**DDA** Disability Discrimination Act

**DfE** Department for Education

**EAL** English as an Additional Language

**EHA** Early Help Assessment

**EHCP** Education, Health and Care Plan

**EP** Educational Psychologist

**EWO** Education Welfare Officer

**FSM** Free School Meals

**HI** Hearing Impairment

**HV** Health Visitor

**ILP** Individual Learning Plan

**ISR** In School Review

**KS** Key Stage

**LA** Local Authority

**LAC** Looked After Child/Children

**MLD** Moderate Learning Difficulty

**NC** National Curriculum

**OT** Occupational Therapist

**PEP** Personal Education Plan

**PHP** Positive Handling Plan

**P&FSW** Pupil and Family Support Worker

**SaLT** Speech and Language Therapy

**SEN** Special Educational Needs

**SENDSCO** Special Educational Needs and Disability Coordinator

**SpLD** Specific Learning Difficulty

**TA** Teaching Assistant

**TAC** Team Around the Child

**UIFSM** Universal Infant Free School Meals

**VI** Visual Impairment