



Roselands & Stafford
Federation



Special Educational Needs and Disability (SEND) Policy and Information Report

Stafford and Roselands Schools are working to ensure that all children achieve the highest possible outcomes. Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

Date of Policy	February 2022
Date agreed by Local Governing Board	February 2022
Date of next review	September 2022

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Roselands and Stafford Federation SEN Information Report

*This report was compiled during the Autumn Term 2020 and reviewed regularly.
It is the result of consultation with staff, parents of children with SEN (Special Educational Needs)
and the Trustees.*

1. About this report

In the 2014 Children and Families Act it says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk/localoffer .

In this report, we explain how we meet our duties towards pupils with Special Educational Needs and disabilities. We will keep this report up to date. The Trustees will also review the report every year, and will involve parents and pupils. If you want to give us any feedback about this report please contact the school office.

School policies related to this report:

- Accessibility Plan
- Behaviour Principles Statement
- Child Protection Policy and Procedures
- Early Years Foundation Stage
- Equality Information and Objectives Statement
- Supporting Pupils with Medical Conditions
- Mental Health and Wellbeing Policy

2. Who do I contact about my child's special educational need?

Your first point of call is your child's class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

Name of SENCo: Jennifer Lynch

Assistant SENCo: Roselands Infant School - Chris Rogers

Stafford Junior School - Wai Cheung

Contact the school office: Roselands Infant School 01323 726764

Stafford Junior School 01323 733434

3. Which children does the school provide for?

We are a Federation, consisting of Roselands Infant School and Stafford Junior School. We admit pupils age 4 -11.

We are an inclusive Federation of schools. This means we provide for all children with all types of special educational needs. If you want a place for a child with an Education Health Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

4. Summary of how the school meets the needs of pupils with SEN and disabilities.

School Vision

Together in the Roselands and Stafford federation we believe in promoting a lifelong love of learning for everyone. We believe that creating inspirational experiences will foster independence and build self-belief allowing learners to constantly grow. This will provide our children with the foundations to make a valuable contribution to their community and prepare them for their future in the wider world.

Our vision is a commitment to create an inclusive, safe and stimulating environment where we work and learn together. We help one another to overcome challenges with confidence and resilience having respect for ourselves and each other. We celebrate hard work and effort and our successes are shared because we know that together we can achieve more.

Motto

We aspire to... "Be the best that we can be"

Ensuring that all children are able to participate in educational activities, known as inclusion, underpins our every action at Roselands and Stafford Federation. We are committed to providing an appropriate and high quality education for every child. In order to do this, many steps are taken to support children through their learning. Quality teaching is vital. For some children however, there are occasions when additional support may be required to help them achieve. We make reasonable adjustments for pupils with additional needs and ensure we meet our responsibilities in line with the Children and Families Act 2014 and Equalities Act 2010

In our school SEN support takes the form of a four part cycle: assess, plan, do and review. We involve pupils and their parents at each stage of the review cycle.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. All teachers are responsible for every child in their care, including those with special educational needs.

Assess: All Children are regularly assessed by the class teacher as part of the whole school approach. We monitor the progress and development of all pupils.

Plan: Pupils with SEN who continue to make little or no progress or to work at levels considerably below those of their peers will have a Special Educational Needs (SEN) Support Plan.

Do: Teachers plan for individual children as part of the whole class planning adapting lessons to include pupils with SEN. This may be supported by the SENCo or specialist colleagues.

Review: Children's progress is regularly reviewed as part of an ongoing process. Parents are invited to meet with class teachers three times a year. Meetings are supported by the SENCo.

Where a child has not made expected progress following close monitoring, an SEN support plan is implemented. If expected progress is still not made, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

See East Sussex SEND Prospectus for further details

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/send-strategy/>

If your child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health Plan. We will coordinate these plans with the SEN Support plan and involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs as early as possible so that each child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need.

- **Communication and interaction** – this includes children with speech and language needs and Autism
- **Cognition and learning** – including developmental delay, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** –including difficulties with behaviour, attention deficit hyperactivity disorder, attachment disorder or anxiety.
- **Sensory and/or physical needs** – including visual and hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning.

We assess each pupil's current skills and level of attainment on entry to the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and what is expected in their year group.

We are alert to emerging difficulties and respond quickly. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEN support the decision will be recorded in our school records and we will formally notify parents.

6. How does the school support and teach pupils with SEN?

We set high expectations for all our pupils, regardless of prior attainment. We deliver high quality teaching, based on agreed teaching strategies, for all pupils including those with SEN.

We support pupils with SEN throughout our whole school approach, with targeted intervention and where identified as appropriate, personalised intervention. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

The class teachers plan high quality lessons, ensuring that all children including those with SEN are catered for. There are opportunities for the children to learn in a multi-sensory way, e.g. using visual prompts, models, concrete apparatus and ICT. We have support staff who are deployed based on pupils' needs across the whole school. Sometimes it is necessary for us to have particular resources or specialist equipment to help children to access the curriculum; for example, writing slopes, dual handled scissors, talking tin lids and pencil grips.

Pupil Progress Meetings take place three times a year. At these meetings the class teacher shares the progress that all the children in their class have made. The senior leadership team participates in meetings and offer advice and celebrate achievements. If a child is identified as not making expected progress, then advice and plans for support are discussed. At these meetings the impact of any extra support can be measured for its effectiveness in the classroom.

Intervention groups:

Intervention groups are run by trained members of staff or outside services. Parents and children are consulted at our parents evenings. Groups are regularly assessed for effectiveness using the assess, plan, do, review cycle. Groups vary in lengths of time, depending on the need of the child. During Coronavirus Pandemic School Closures, interventions have adapted to continue remotely.

Groups may include:

Communication and interaction

- **Communicate In Print/Widget** - a computing programme to produce visuals to support pupils across the curriculum
- **Language Link** - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts.
- **Speech Link** – a programme to develop children's speech sounds.
- **NELI** - A Language Programme for Early Years

Cognition and learning

- **Reading Fluency** - focused 1:1 reading to improve fluency
- **Sounds Write** - focused small groups or 1:1 sessions.
- **Maths Support** - small groups or 1:1 sessions, independent ICT programs: Times Table Rockstars, Doodle Maths, Morodo and SATS Companion,
- **Precision Teaching** - a 1:1 small step, intensive approach to learning
- **NESSY** - Online phonics programme, targeted for Dyslexia

Social, emotional and mental health difficulties

- **Talk About** – a social skills development programme.
- **Starving The Anxiety Gremlin** - Anxiety Support
- **Starving The Anger Gremlin** - Managing Anger Support
- **Pastoral Support Group** - small group nurture sessions.

Physical and Sensory Needs

- **Sensory Circuits** – an intervention to support sensory integration.
- **Jump Ahead** - a physical development programme to develop fine and gross motor skills and attention and listening.

7. How will the curriculum and learning environment be matched to my child's needs?

All pupils have access to a broad and balanced curriculum, which is suitable for all our pupils. We set high expectations for all pupils. We adjust the curriculum for each child with SEN to make sure they can access all subjects and make progress.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our in-school formative (day-to-day) and in-school summative (termly) assessment systems to do this.

We will talk with children and parents as part of our support cycle (assess, plan, do, review)

Please refer to our termly newsletters and our website for details of our curriculum.

<https://roselands.roselands-stafford.org/newsletters/>

8. How are parents and carers involved in reviewing children's progress and planning support?

Roselands and Stafford Federation are committed to working in partnership with parents and carers.

We will:

- listen to the views, wishes and feelings of parents;
- meet with the parents of children at least three times each year;
- agree outcomes with parents and plan support to help children reach agreed outcomes;
- ensure reviews have a focus on pupils' progress towards outcomes;
- support parents to help their children;
- provide parents with useful information;
- provide an annual report for parents on their child's progress;
- make reasonable adjustments for parents with disabilities.

The effectiveness of the SEN support on the child's progress and a child's next steps will be recorded and reviewed with parents during a parents meeting. Parents will receive an SEN Support Plan through EduKey following these meetings.

Reviewing an EHC plan

EHC plans are reviewed every 12 months as one of the three SEN meetings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan.

Before the meeting we will:

- send invitations to attend at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

9. How are children involved in reviewing their progress and planning support?

Staff at Roselands and Stafford Federation are committed to involving children/young people with SEN in decisions about their learning.

We will:

- listen to the views, wishes and feelings of children;
- provide children with information and support to help them make decisions;
- support children with their development and help them achieve the best possible; educational and other outcomes, preparing them effectively for adulthood.

Opportunities for children to be involved in reviewing their progress and planning support include:

- Self-assessment during lessons;
- PSHE lessons;
- School Council meetings;
- Pupil Voice activities including surveys;
- Pupils are invited to SEN Meetings with parents;
- Pupils with SEN representation on the School Council.

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

The great majority of children with SEN or disabilities (with the right support) can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We agree with parents and pupils the information to be shared as part of this process.

We support children so that they are included in social groups and develop friendships.

Our SENCo liaises with secondary schools to support a positive transition and arranges additional support if required.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary we plan training for the staff member(s) or arrange an INSET Training day.

The school plans training to reflect the whole school development plan. This plan is reviewed annually by senior leaders, governors and teaching staff.

2019-20 SEN Training Included:

- Kit Messenger - Empowerment Approach - All staff
- CLASS Understanding pupils with Speech, Language and Communication Needs - Teachers
- Educational Psychologist Teacher support through Planning and Consultation Meetings for identified pupils
- Specific training for Interventions (Language Link)
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists

2020-21 SEN Training Included:

- Educational Psychologist - Two sessions on supporting pupils with SEN through Quality First Teaching
- Dec 2020 Tom Bennett - Curriculum for Behaviour - INSET
- Promoting Independence - Reference to Education Endowment - Twilight
- Specific training for Interventions (Language Link, Jump Ahead)
- Educational Psychologist Teacher support through Planning and Consultation Meetings for identified pupils
- Optional: Place To Be - Supporting Pupils with Social Emotional Mental Health
- Optional: ASD Training
- EduKey Provision Mapping Software
- Educare Training for staff on Mental Health and Wellbeing in Children
- CLASS Core ASD Training identified staff

2021-22 SEN Training Included:

- CLASS Core ASD Training teaching staff
- CLASS Core Dyslexia Training teaching staff
- NELI Speech and Language SENCO, Training EYFS TA and teachers
- Sounds Write Training for support staff
- Zones of Regulation by CLASS SEN Team and Pastoral Team
- Precision teaching SEN Team
- Emotional Literacy Support Assistant - completing training

The SENCo has completed a wide range of training including:

- ✓ 2022 Precision Teaching
- ✓ 2022 Zones of Regulation

- ✓ 2021 East Sussex Whole School Education SEN Project (Termly training, including Assessment, Identification and TA Deployment)
- ✓ 2021 EduKey Provision Mapping Software
- ✓ 2020 Role of East Sussex Lead SENCO - peer reviews, new SENCo support, NQT training
- ✓ 2021 Designated Safeguarding Training refresher
- ✓ 2019 Tribunal Training
- ✓ Regular attendance at ISEND Conferences
- ✓ East Sussex Inclusion Network Days
- ✓ Regular personal research, member of online forums, accessed Andrew Whitethouse briefings during lockdown including Dyslexia and Fetal Alcohol Syndrome
- ✓ A number of SEN related courses including:
 - 2021 Mental Health and Wellbeing
 - 2018 CAHMS ADHD training
 - 2017 Trauma and the implications for brain development
 - 2015 Jump Ahead
 - 2017 Language Link
 - 2012 Children with Complex Needs

The SENCO is a qualified teacher working at the school and has achieved a National Award in Special Educational Needs Coordination.

We use the government's online training to support staff development:

- Inclusion Development Programme <http://www.idponline.org.uk/>
- Advanced Training Materials <http://www.advanced-training.org.uk/>

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no one underachieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve.

We intend to send home a parent questionnaire every year to help us to inform the school development plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the OFSTED parent view website <https://parentview.ofsted.gov.uk/>

OFSTED

Roselands Infant: 21–22 October 2010 Outstanding

“Pupils thoroughly enjoy school and are excited about their work. The school system of sharing success criteria with pupils, including those who have special educational needs and/or disabilities, ensures that all are absolutely clear about what they have to do to be successful.”

22 and 23 June 2021 The progress made towards the removal of special measures
New leaders are unswerving in their ambition and moral purpose to improve the quality of education at the school. They show remarkable resolve and resilience during this challenging period for the school. Leaders know what needs to improve. They are focusing on the most pressing priorities. These include pupils' behaviour, teaching and provision for pupils with SEND.

In September 2020, the Federation employed a new experienced SENCo. The schools worked as part of an East Sussex Whole Education SEND Project with a relentless focus on improving the provision for pupils with SEND. There are detailed action plans in place which are reviewed and adapted to ensure continuous improvements in provision.

Roselands Infant End of Key Stage 1 SEND Pupil Progress Outcomes

2020 Statutory Assessment tests results:

Due to the current COVID pandemic there are no statutory assessment results for 2019-2020 or 2020-2021.

Baseline assessments have been completed following school closures, with a focus on closing any gaps in learning and accelerating progress.

Stafford Junior End of Key Stage 2 SEND Pupil Progress Outcomes

2020 Statutory Assessment tests results:

Due to the current COVID pandemic there are no statutory assessment results for 2019-2020 or 2020-2021.

Baseline assessments have been completed following school closures, with a focus on closing any gaps in learning and accelerating progress.

13. How accessible is the school and how does the school arrange equipment or facilities for children need?

At Roselands and Stafford Federation we recognise our responsibilities under the Equality Act 2010. We have adopted an Accessibility Plan and Equality Policy (please see website under policies section).

At Roselands Infant school:

- * There are ramps placed in school to aid wheelchair access.
- * There is a toilet for disabled users.
- * We have wider doorways to enable wheelchair access.
- * Tarmacked level playground.
- * Wider outside paths to allow access to all areas.

At Stafford Junior school:

- * There are ramps placed in school to aid wheelchair access.
- * There is a toilet for disabled users.
- * We have wider doorways to enable wheelchair access.
- * Lift access to the 2nd floor.
- * Tarmacked level playground.
- * Wider outside paths to allow access to all areas.

We fully support pupils with medical conditions and meet regularly to review Health Plans.

We have staff with first aid qualifications.

14. How will my child be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support will there be for my child's overall well-being, and their emotional, mental and social development?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

We support the emotional, mental and social development of all children, including those with SEN and disabilities. We have a Pastoral Team led by the Assistant Headteacher for Safeguarding.

Based on children's identified needs, we provide additional pastoral support arrangements. We also work closely alongside the East Sussex Education Support, Behaviour & Attendance Service (ESBAS) to support pupils with more complex needs.

We offer pastoral support at Roselands & Stafford Federation in many different ways.

- Regular assemblies with a special celebration Assembly on a Friday, where successes are shared and celebrated as a whole school.
- Whole-school PSHE Scheme of Work with a focus on mindfulness, emotional intelligence and development of resilience.
- We have play leaders, leading games in the playground at lunchtimes.
- Nurture lead is available at lunchtime and offers an opportunity where the children's interactions are supported by adults supervising.
- We have interventions for children who are experiencing mental health needs.
- Pastoral check in sessions for individual pupils.
- We make referrals to appropriate outside agencies. Family Keywork provide support for identified families within the home context. If a family has a keyworker, they may occasionally visit the child in school. School Health Team are also able to support children with emotional wellbeing.

How does the school manage the administration of medicines?

- The Federation has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- A number of staff are trained for the administration of medicines.
- As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations
- A number of teaching assistants hold first aid qualifications, which are updated regularly.

Please also see our policies on Behaviour, Safeguarding and Supporting pupils with medical conditions.

16. What specialist services does the school use to support children and their families?

Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

Please refer to the East Sussex Local offer website (LINK) for services available to schools.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

Health Services

<https://www.kentcht.nhs.uk/service/school-health/school-health-service-east-sussex/>

Expertise currently available at, or accessed by Roselands-Stafford Federation

- * Communication, Learning and Autism Support Service (CLASS)
- * ESBAS – Education Support, Behaviour and Attendance Service
- * Children's Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy
- * Early Years' Service
- * School Health Team
- * Family Keywork
- * Child and Adolescent Mental Health Service
- * Children's Services
- * Eastbourne District General Hospital
- * Hearing Impairment Service
- * Educational Psychologist
- * Holding Space Charity Referrals

*Care for The Carers
*Fire Service Support
*Police Liaison Officers

17. Where can I get information, advice and support?

The 'Local Offer' on the internet

www.eastsussex.gov.uk/localoffer

Parent Information Contact: Lara Lloyd (contact via school office)

SEND Information, advice and support service

Impartial advice and help for children with special educational needs and disabilities and their parents and carers.

Amaze SENDIASS: 01273 772289 (you will be asked to select East Sussex)

Email: eastsussex@amazesussex.org.uk

CLASS+ Weekly Parent/Carer Telephone Advice Line Mon 10-1pm, Friday 12-3pm
01273 336887 Ask for CLASS+ advice line

18. What do I do if I am not happy or I want to complain?

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaint procedure.

Details about this are available from the school office or on the school website.

The first point of contact is the child's class teacher.

Should you need to meet for a more detailed discussion relating to SEND and additional needs, the school's SENCo will be involved.

If you wish to seek further advice or support please see:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/gettinghelp/>

20. Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHC	Educational Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PCSO	Police Community Support Officer
SaLT	Speech and Language Therapist
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SpLD	Specific Learning Difficulty
YCP	Youth Crime Prevention