



**SEND Information Report and Policy for
Colman Junior School
2023/24**

Introduction

Welcome to our SEND Information Report and Policy which is our contribution to the Norfolk Local Offer for learners with Special Educational Needs and/ or a disability (SEND).

www.norfolk.gov.uk/send

This website (Norfolk SEND Local Offer) is a comprehensive site for *'anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk'*

We have a legal duty to publish information about how our school's policy for children with SEND is implemented here. This information will be updated annually and in line with the SEN Code of Practice 2015 www.gov.uk/government/publications/send-code-of-practice-0-to-25

The SEN Code of Practice is currently being reviewed. Further information on how it will change can be found [SEND Green Paper, 29 March 2022 | Local Government Association](#)

This information report and policy has been produced and reviewed with the SEND governor, members of staff. It was audited on 21.10.21 using the Norfolk auditing 'Best Practice Guide', with the deputy head at Colman Infant school.

Last updated September 2023

'A parents' guide to SEND' and 'A children's guide to SEND' are available to read on the SEND page of the federation website or available from the school office. These have been updated during 2023 with the help of parents, children and SEN governor.

At Colman Junior School we are committed to working together with all members of the school community and have high aspirations for all learners, including those with SEND.

We would welcome your feedback and future involvement in this review process, so please do contact us.

The best people to contact this year about any SEND matters are:

Interim Executive Head teacher - Mrs Catherine Wright

office@colmanfederation.org.uk

Special Educational Needs and Disability Coordinator (SENDCO) - Ms Áine Delaney
senco@colmanfederation.org.uk

SEND governor - Mrs Karen Gardner office@colmanfederation.org.uk

LAC governor - Mr Andy Pollock - office@colmanfederation.org.uk

Pastoral and Parent Support - Donna Goldsmith

Dgoldsmith@colmanfederation.org.uk

Our Approach to Teaching Learners with SEN

At Colman Junior School we believe in participation for all; we have high expectations of all learners, including those with SEND. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school improvement plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

At Colman Junior School, we value Learning for all.

Definition of SEN

At different times in their school career, a child or young person may have a special educational need.

The Code of Practice (COP) (2015) defines Special Educational Need in the following way:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age,*

Or

- *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.*

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. (P4-5 SEN Code of Practice 2015)

Further details can be found here

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Special Educational Needs and Disability Code of Practice 0 – 25 years identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Code of Practice (2015) makes clear we must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child, and the child's parents, taking part as fully as possible in decisions, and being provided with the information and support needed to take part in those decisions
- the need to support the child, and the child's parents, to help them achieve the best possible educational and other outcomes

Our SEN Profile

For the year 2023/24 (from school census data September 2023):

13.5% of pupils in the school have SEND (SEN Support 11.5% and 2% with Education, Health and Care Plans)

**This compares with National SEND Averages in Primary schools - 13.0% SEN support and 4.3% EHCP. Total SEND 17.3%*

**Norfolk averages in Primary schools - 18.1% SEN Support and 2.1% EHCP*

We are committed to reflect good practice.

'The key principle that underpins the code is that SEN provision affects all staff; Schools should start with the question "Are we an inclusive community?" (Guidance paper for the Summary of the Special Educational Needs (SEN) Code of Practice 2015)

We are delighted that our ethos and practice of inclusivity has been recognised. In July 2017 Colman Junior School was awarded the prestigious 'Equalities Award'

'... your school sounds wonderfully inclusive'

Dr Chris Derrington
Director
Equalities Award (July 2017)



Decisions about whether a child has SEND

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At Colman Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Where progress continues to be less than expected the teacher, working with the SENCO, will assess whether the child has SEN.

How does the school know if children need extra help?

- From information and concerns raised by parents or carers; we have an open-door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.
- The child's previous school provides valuable information, whether the child transfers to us into year 3 or at any point during the junior years.
- Tracking and monitoring of progress by class teacher is an ongoing process and may raise concerns as well as progress seen termly in assessments.
- Information from external agencies e.g., health, social care, adoption agencies, foster carer or social worker.

What should parents do if they think their child may have special educational needs?

- Contact the class teacher about their concerns.
Parents can also make an appointment to phone or meet the SENDCO. Parents can also contact the SENDCO via e mail directly - senco@colmanfederation.org.uk
- If it is decided that there may be a barrier to a child's learning after a period of monitoring and support, then a conversation is had with the parent/ carer and the child is added to the SEND list at SEND support.
- When a learner is identified as having SEN, we will make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning

School follows the guidance provided by Norfolk local Offer 'SEN Support Guidance' - Provision Expected at SEN Support (PEASS) Every Teacher has a copy of this.

An electronic copy of this can be found on the SEND page of the federation website or by using this link

How is the decision made about how much individual support pupils will receive?

How much support to give a child is based on the need of that child. This is to enable them access learning and overcome, reduce or manage the barriers to learning, whether they are cognitive, physical, linked to communication, emotional, sensory, mental health or social.

- Decisions are made with the class teacher, teaching assistant and parents.
- The SENDCO and other professionals may also be involved.
- Parents are invited to attend meetings with Class teacher and SENDCO each term.
- Meetings can be arranged as needed at mutually convenient times.
- Referrals for pastoral support can be made by class teacher, in consultation with parent, or our Pastoral and parent support staff Grace Reynolds and Donna Goldsmith.

For children who have English as an additional language we have a specialist EAL teacher who works with the SENDCO if the need is both EAL and SEND

- The EAL teacher has been trained in identifying difference between EAL and SEND difficulties.

SENDCO and EAL teacher work together, using evidence available, to decide what and how much support a child may need.

How does the school support pupils' special educational needs? Learning and wellbeing

Children will get support to meet their needs. This may be all provided by the class teacher, who have a duty to meet the needs of all children in their class or may involve:

- Other staff in the school e.g., TA, pastoral support or ELSA (Emotional Literacy Support Assistant) trained staff
- Support from staff in the DRB (Deaf Resource Base)
- Adults who will visit the school from services such as The Virtual School for Sensory Support (for students with a hearing or visual need)
- professionals who visit from agencies such as the Speech and Language Therapy Service or EPSS (Educational Psychology Services)
- Bespoke more specialist support commissioned by school with the involvement of The Inclusion Team -Virtual School SEND. The link gives more information:
<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-support-services/inclusion-and-send-team>

What extra help for learning can my child access?

For any child who has specific gaps in their understanding of a subject/area of learning, additional support may be needed.



It is a 'graduated response' based on a cycle of 'Assess, Plan, Do, Review'

Your child's teacher will have checked on progress and will have thought that specific help could be offered to help close the gap between the child and their peers.

If it is decided that there may be a barrier to a child's learning after a period of monitoring and support, then a conversation is had with the parent/ carer and the child is added to the SEN list at SEN support.

School follows the guidance provided by Norfolk local Offer 'SEN Support Guidance' - Provision Expected at SEN Support (PEASS) Every Teacher has a copy of this.

An electronic copy of this can be found on the SEND page of the federation website or by using this link

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/special-educational-provision-we-expect>

Specific small group or individual support may:

- Take place in the classroom or outside to quickly help with any misunderstandings.
- Be led by a teacher or TA These are generally called 'intervention groups' and follow a specific programme.
- The teacher or outside professional (like a Speech and Language Therapist) may plan sessions for the child with targets to work towards identified outcomes.
- An TA /teacher/or outside professional will support the child or children by using the teacher's plans or recommended programme.

Different ways of teaching can be used so that every child is fully involved in learning - building on what they already know, understand and can do. This may involve things like using more practical learning or different resources.

- Examples include use of computer technology, maths equipment, talking tins, enlargements, coloured paper, signing, peer support, pencil grips, writing slope, writing frames, alternative ways of recording ideas and information and visual timetables.
- See the CJS provision map for details (appendix)

- Specific strategies and/or provision (which may be suggested by the SENDCO or outside staff) to support your child to learn, can be put in place
- Examples of intervention across the school include ARROW (for developing reading and spelling) and SENSi swimming (for developing sensory processing and coordination), Pastoral support, CBT or ASD interventions.
- Alternative provision - onsite through the nurture base (Kangaroos) and forest school. [this is for identified children]

Additional help at SEN Support is recorded in the individual child's Provision plans and year group provision maps. This provision is *additional to and different from* high quality first teaching inside the classroom. Support is for a specified amount of time and then reviewed to see if changes could or should be made. Our whole school provision map is shared with the SEND governor

Learning support- the role of the Teacher and TA

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding teaching and that the curriculum is adapted to meet every child's needs.
- All teachers are expected to be able to *'have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.'*
- *To also 'know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. To have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these'*
- The link below shows the Teacher standards:
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf
- Checking on the progress of all children.
- Identifying, planning for, and providing additional help. The SENDCO is there to help as needed.
- Ensuring that learning delivered outside the class, e.g., in interventions, is monitored and skills practised within the classroom too.
- The teacher appropriately plans, adapts, delivers and scaffolds learning to meet the needs of every child in the classroom.
- Intervention groups, resources, adult help (including pastoral or social/ emotional support) may also be used to meet an individual's needs
- Recording provision and support on a child's individual provision plan and on the Year Group Provision Map.
- Following the 'Assess, plan, do, review' process. Discussing and reviewing support with parents.
- Making sure a child's needs are known by others including cover and supply staff. Including what adjustments need to be made to enable them to be included and make progress.
- Ensuring that all TAs are supported in delivering the planned work/ programme, so children with SEND can achieve.
- This may involve specially planned work and resources or, occasionally, outside specialist help.
- Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with SEND.
- Parents can contact the class teacher via the school.

- The teacher may adjust:
the type of information, style of teaching, arrangement of children in the class, use of adult support and choice of resources to ensure that all children, can access the learning.
- This may involve things like:
practical learning, resources adapted for specific children, use of computer technology -e.g., laptops via Access through Technology, maths resources, talking tins, coloured paper, enlargements, signing, radio aids, Roger Touch devices, Sound Field Systems, peer support, pencil grips, writing slope, providing alternative ways of recording ideas and information, sensory supportive equipment, calm down boxes, ear defenders, and visual timetables.

Learning Support Assistants or Teaching Assistants (TAs)

At Colman Junior School there are 11 equivalent class/ individual child TAs and 1 Higher Level Teaching Assistant who support learning in class.

- A TA works with pupils within the classroom to reinforce, support and mediate learning. Also, to provide for social and emotional needs.
- TAs may also be directed by the class teacher to support individuals or small groups. TAs also have a valuable role working with individuals or groups to help reinforce or develop learning.
- They may also run an intervention group.
- Support and training are given to TAs to run specific interventions. Interventions are overseen by the SENDCO
- Occasionally a TA may be there to support a specific individual with exceptionally high needs. Most TAs work with a range of children as directed by the teacher.
- TAs are given ongoing training opportunities to develop their skills and knowledge.

TAs have a very valuable role in children's education. However, any questions regarding learning and progress, and provision/ support are to be directed to the Class teacher or SENDCO.

Requesting and Education, Health and Care Needs Assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If issues persist then the school and parents may consider requesting an Education, Health and Care Needs Assessment. This is appropriate for a small number of children with a higher level of need. This may result in the production of an Education, Health and Care Plan (EHCP)

More information on this can be found on the Norfolk Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans>

What is in place for supporting pupils' wellbeing?

Colman Junior School provides a nurturing environment that promotes emotional wellbeing, respect and that values diversity. Positive behaviour, social development, resilience and growth mindset are taught.

We have a full-time Pastoral and Parent Support worker - Mrs Donna Goldsmith -who is ELSA (Emotional literacy Support Assistant) trained and our school's Mental Health Champion. She has attended a range of training including building resilience in children, Trauma informed practice, bereavement, along with specific training linked to the possible impact of Covid-19 on children's wellbeing and mental health.

- Contact Dgoldsmith@colmanfederation.org.uk
- Staff are supportive and have an open-door policy for parents to let us know if their child needs additional support.
- All staff are made aware of individual social, emotional, dietary and medical needs.
- Good communication ensures that changes to a child's situation, circumstances or condition are known quickly, and adjustments made to meet current needs.
- Staff have an awareness of how emotional and social needs impact on ability to engage and learn effectively through training on attachment and mental health and wellbeing.
- A range of support is available to help a child with social, emotional and mental health issues that lead to challenging behaviour. These include pastoral support, ELSA, Behaviour Risk Management Plans and Pastoral Support Plans.
- Our pastoral and parent support staff work closely with the children and their families. Referrals can be made to Early Help to request a Family support practitioner or Early Help Assessment Plan can be created to support a family.
- For more information on Early Help: [Extra support - Norfolk County Council](#)
- Referrals can be made to outside professionals such as CAMHS (Children and Adolescent Mental Health Services), Point 1, Medical Needs Team and EPSS (Educational Psychological Support Services) as needed.
- Adjustments to timetables, provision of bespoke support in school can all be used to support a child who needs it. With support from The Inclusion Team, a greater range of support and intervention can be accessed. For Example: Alternative Provision, such as outdoor learning, can be accessed if needed.
- From September 2021, there are short-term placements at the Social, emotional Mental Health Specialist Resource Bases, that can be applied for, to give specialist intervention for those children with very high needs.
- From September 2022 Colman Junior school have opened our own alternate provision on site via Kangaroos nurture base and forest school.
- We are working hard to increase the number of ELSA trained staff, with the aim that there will be one ELSA trained staff member in each year group (in addition to the pastoral team) by the end of 2023-24 academic year.
- Colman Junior School has a positive behaviour ethos that rewards and supports good behaviour including attendance. This includes certificates for achievement, Star Awards and weekly 'Superstars' in each class.
- Unacceptable behaviour is dealt with in accordance with our Colman Federation Behaviour Policy which can be found on the school website: <http://www.colmanfederation.co.uk/policies/>

- Children are supported with medical needs appropriately. Most adults, including MSAs, have first aid training, with some having higher level first aid qualifications. These are renewed annually - most recently 13.9.23
- Significant medical needs are recorded as care plans with training in place to support this, e.g., for epilepsy, diabetes and anaphylaxis and where needed specialist training for specific individuals.
- First Aid Kits are available in every year group
- We have a medical room where medicines are locked away. Parents are asked to provide written permission for the administration of medicine. Forms can be found on our federation website or from the office. Records are kept of all administration of first aid or medicine.
- Care plans are created for all children with Asthma. An 'Asthma Passport' is provided to record any self-administered dose of prescribed inhaler (Ventolin - blue). School emergency asthma inhalers are also available.
- For those with disabilities which require intimate care, this can be provided.
- School monitors attendance closely and liaises with the Local Authority. Our Pastoral and parent support staff and Attendance Lead work with families to improve attendance if needed. SENDCO and Attendance Lead liaise frequently and as needed to discuss attendance issues for pupils who have SEN and/or medical/needs.

How are children involved in school?

- Children in school are very supportive towards each other.
- Children are listened to.
- PHSE opportunities are built into the curriculum including links to assembly themes and visitors. Special days are regularly set aside to focus on issues such as bullying, e-safety, equality and diversity.
- Children's views sought regarding SEND support and provision.
- The school council is democratically elected with representatives from each class with an executive (Year 6 children) elected by the whole school.
- The school council meets every two weeks and makes a significant contribution to the life of the school. Examples include investigating views and buying play and field equipment, investigating and organising social and fundraising events and developing community links.
- All clubs - in-school and after-school - are open to all children, including those with SEND and disabilities. Reasonable adjustments are made to allow full participation.

What is in place to tackle bullying?

- Bullying is not acceptable in any form.
- All adults receive annual statutory safeguarding training, including Prevent. Most recently 9.9.23
- Additional training includes homophobia, equality and de-escalation techniques.
- 'Step On' training is attended by all staff; several members have also completed higher level 'Step Up' training. Most recently in 5.9.23
- MSAs received training in positive communication, anti-bullying, dealing with inappropriate language, role modelling.
- Whole school focus on regular basis through assembly, whole school and class activities on anti-bullying: race, equality, gender and homophobia.
- Cyber bullying and staying safe on-line included in the Computing curriculum. Parental briefing sessions are held regularly.

- Regular contact with community agencies including the local police constable and NSPCC.
- Incidents are recorded and followed up in accordance with our Behaviour and Anti-bullying policies.

How will parents know how their child is doing?

- Attendance, engagement in learning and behaviour are monitored and acknowledged through positive rewards; Superstar, Silver Superstar, 'star awards', individual half termly attendance certificates and class attendance cup.
- Progress is reviewed regularly by the class teacher and termly with senior management and SENDCO in 'pupil progress meetings' with reading, spelling, writing and maths assessment results recorded on our electronic tracking systems. Here provision is reviewed and planned for.
- Parents are informed of their child's attendance, progress and attainment at Parents/Carers' consultation evenings each term along with a termly written progress report.
- We use the National curriculum scaling - 'below key stage', 'working towards', 'expected' and 'greater depth' to represent progress and attainment.
- If a child is working significantly below age expectations so not yet within the National Curriculum, a more sensitive assessment tool can be used (PIVATS) which shows their attainment in detail and will show small steps of progress.
- At the end of key stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results are published nationally. Access arrangements for those with SEND, which reflect the type of support that they have in class, can be arranged. This can include having a reader, additional time, rest breaks, a scribe or transcription, a prompt, enlargements and coloured versions.
- Children at SEND Support will have a record of support as part of the Year Group Provision Map which will be reviewed every term and the plan for the next term made; with parental and child involvement.
- Each child also has an individual provision plan which shows strengths and difficulties, recommendations from any assessment and the provision in place
- The progress of children with an EHC Plans is formally reviewed at an Annual Review meeting with child and parents/ carers and all other adults involved with the child's education, health and social care needs.
- Those who are 'a child in care' have termly PEP meetings and 6 monthly CIC reviews where progress and attainment is discussed and recorded.
- The SENDCO is available to meet with parents/carers to discuss their child's progress or any concerns/worries they may have. Meetings can be arranged at any time.
- The SENDCO offers termly parent consultations for all parents of SEND.
- All information from outside professional agencies will be discussed with parents by the person involved directly, and in a report.
- The SENDCO may also arrange to meet with parents to discuss assessments and ideas suggested by outside agencies for their child.
- Parental views are sought about all aspects of their child's needs, support and provision. Joint decisions are made regarding steps forward if, for example, outside assessment is desired.
- The SENDCO will have an overview of progress; monitoring progress and attainment of all children with SEND, including the progress made as a result of being involved in an intervention programme

- Appointments can be made to meet with the SENDCO via the office or contact direct via email: senco@colmanfederation.org.uk

A range of ways to keep parents informed and involved, in addition to those above may include:

- Letters / certificates sent home
- Additional meetings as required
- Regular phone/text/email/ text contact
- Parents receive a Year Group Curriculum Overview termly (outlining the learning planned for the term).
- Regular school newsletters
- Home-School book
- Parents receive termly progress and attainment reports.
- Parent/Carer consultation meetings are held termly but communication via phone, email or in person between parent and staff can be arranged as needed.
- All letters and information are put on to the federation website where each year group has its own page.
- SEND pages on the federation website
- PEP (Personal Education Plan) meetings for CIC (a child in care)
- PSP - pastoral support plan
- Early Help Plans (known as EHAPs)

What support do we have for Parents/Carers of a child with SEND?

Parents are encouraged to talk to the class teacher regularly, so we are working in a close partnership sharing what is working at home and in school.

In addition:

- The SENDCO is available to meet with parents to discuss progress or any concerns/worries they may have. Appointments can be made through the office or directly via email - senco@colmanfederation.org.uk
- All information from outside professional agencies will be discussed with parents/carers by the person involved directly and in a report. The SENDCO may also arrange to meet with parents to discuss assessments and ideas from outside agencies to support a child.
- EHC Plans are reviewed each year; ideally with parent/carers involvement.
- Homework is adjusted to take account of a child's needs
- A home/school contact book may be used if needed
- Relevant articles, information sheets and SEND events will be sent home via the children. Additional information can be found on our website. <http://www.colmanfederation.co.uk/send/send-junior/>
- Early Help Plans (known as EHAPs) can be made to support the whole family if needed (see our Pastoral and Parent support staff for details) Up to date training on this support process was attended by SENDCO and Pastoral and parent support staff in June 2021.

School staff - Pastoral and Parent Support staff and SENDCO can signpost parents to access additional support, referrals to organisations and support groups such as:

- Norfolk SENDIASS for SEND information, Advice and support
<https://www.norfolksendiass.org.uk/>
- Just One Norfolk - Just One Number is a single point of access for all Norfolk health advice and support for children
<https://www.justonenorfolk.nhs.uk/>
- SENSational families - a charity that provides support services and training for families with special educational needs and/or disabilities (SEND) in Norfolk.
<https://www.sensationalfamilies.org.uk/>
- SEND page of the school website - links for parents to access support and advice.
<http://www.colmanfederation.co.uk/send/send-junior/useful-information-web-links-for-families/>

If a child is undergoing EHCP Needs Assessment, parents will be supported by the Children's Services EHCPNA coordinator. They will help ensure that the process is understood.

The EHCP Coordinator for the school is currently Rebecca Mann.

How are children able to contribute their views?

- Children are listened to by all adults in school,
- Pastoral support provides a listening ear to children. Wishes and feelings are taken and recorded as part of understanding a child's needs.
- Children are asked for their views through the class and school council representatives.
- Self-assessment and response time to teachers' marking is built into teaching time.
- Peer marking and group assessment are a regular opportunity for children to give their views of their own and others' learning and progress.
- Children with SEND are asked for their views on their progress and how they are supported at school.
- Those with EHC Plans are asked for their views as part of this process and for every Annual Review.
- Those with an Early Help Plan (known as EHAP) or with social care involvement will have their wishes and feelings recorded for each meeting.
- Children's views are taken seriously and recorded as part of the 'Signs of Safety' process used by Social Care.
- Children in Care can make their feelings known as part of the Child in Care review process which includes termly PEP meetings.

What is the role of The Special Needs and Disabilities Coordinator – SENDCO?

The SENDCO's role is defined in the code of Practice P108

is responsible for and will use their best endeavours to:

- Coordinate all the support for children with Special Educational Needs and Disability (SEND).
- Develop the school's SEND policy and practice to make sure all children get a consistent, high-quality response to meeting their needs.
- Ensure parents are involved in supporting their child's learning in an equal partnership with school.
- Ensure parents are kept informed about the support their child is getting.
- Ensure parents are involved in planning for and reviewing support.
- Liaise with a range of professionals e.g., Occupational Therapists, Speech and Language Therapy, Educational Psychology, community paediatricians, ATT and others.
- Update the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood by staff) and checking / maintaining records of needs.)
- Provide (or signpost to) more specialist support for teachers and support staff in the school with knowledge and training opportunities so they can help pupils with SEND in the school achieve the best possible progress.
- Support the class teachers to organise provision, support and interventions for specific children.
- Organise training for staff so they are aware and confident about how to meet the needs of children with SEND and other vulnerable children within our school.
- Liaise with support staff, including MSAs.
- Liaise with other SENDCOs to develop and share best practice.
- Liaise and ensure smooth transition between different educational phases for children with SEND. Arrange transition meetings as needed.
- Co-ordinate SEND interventions - e.g., whole school provision of ARROW and SENSi swimming.
- Write referrals and coordinate assessments with professionals as required including writing EHCP needs assessment requests.
- Arrange and oversee annual reviews for those children with Education, Health, and Care Plans (EHCP)
- Track the academic progress of SEND children.
- Work with the Head teacher to monitor and evaluate the SEND provision.

Ms Áine Delaney (SENDCO) can be contacted via the school office or email senco@colmanfederation.odrg.uk for an appointment.

What is the Deaf Resource Base?

Colman Junior is home to the Deaf Resource Base (DRB). A specialist resource base with its own admission criteria as set by The Virtual School for Sensory Support: 'The Minpins Room'

- The DRB has an acoustically treated room that is centrally located in the school where Deaf children can be taught by the Teacher of the Deaf or specialist signing support assistants, employed by Virtual School Sensory Support.
- Support from the DRB is according to the academic and communication needs of the children.
- All Deaf children register in their mainstream class in the morning and afternoon but the degree to which they then included within the mainstream learning environment for lessons during the school day varies according to need.
- All deaf children have access to specialist signing support in mainstream classes which may involve signing where required
- All deaf children have 'Deaf time' to explore their Deaf identity and Deaf culture and how to become independent with amplification - hearing aids, cochlear implants and other technology at age-appropriate level.
- Some hearing children may be taught by the DRB if it is thought they may benefit from an adapted curriculum or small group teaching.
- All children are taught British Sign Language in Year 3.
- All assemblies and songs are signed by DRB staff
- school events are signed
- Special events are organised by the Teacher of the deaf - e.g., singing and signing events for the whole school. Visits for Deaf children to special events out of school are arranged.
- Deaf children are allocated a place in the DRB through the Virtual School for Sensory Support admissions panel but once admitted, they are on roll at Colman Junior School.

The Teacher of the Deaf in the school is responsible for:

- Teaching in the Deaf Resource Base
- Planning, providing and monitoring interventions sessions for Deaf children as necessary
- Teaching BSL to all children in Year 3 (as our Modern foreign Language)
- Monitoring the progress and attainment of all children in the DRB - including organising the EHCP Annual Reviews
- Promoting British Sign Language and Deaf awareness in the school.
- Arranging for the installation of and maintaining appropriate amplification around the school to benefit Deaf children e.g., Sound field systems which may also benefit hearing children.
- Monitoring and checking of all specialist equipment for the Deaf children on a daily basis.
- Coordinating the specialist support for children in mainstream classes -timetabling the appropriate support for Deaf children in their mainstream classes by Specialist Support Assistants (SSAs)
- Encouraging the use of signing by all pupils and staff

Who are the other specialist staff and resources?

Pastoral and Parent Support workers

(For Colman Infant and Junior School) provide support for children who may have social and / or emotional barriers to their learning, or whose emotional, behavioural or social situation at school is causing a concern: working closely with children and their families to empower them to cope with the challenges they face.

Our pastoral support workers are ELSA trained to provide a social and emotional intervention programme and are our 'Mental Health Champions.'

Working together with parents, school staff, charities and multi-disciplinary teams commissioned to support these children.

They can:

- Instigate and can be the 'lead professional' for Early Help Plans (known as EHAPs)
- Provides support around improving attendance (alongside our attendance lead)
- attend Early Help meetings, S17 and S47 Child Protection meetings where appropriate (both Pastoral and Parent support staff are also DSLs)
- Liaises with a variety of outside agencies - such as: health professionals, local charities, social care and housing.
- Accesses support from Families House/ Break re ADHD and separating families
- Can refer and support parents to access other forms of support such as:
 - Point 1
 - The Benjamin Foundation
 - Nelson's Journey
 - Just One Number Norfolk - to access health and on-line parental support such as Solihull Training
 - CAMHS
 - Leeway (domestic violence support for children and parent)
 - Young Carers,
 - Matthew Project, drug and alcohol support
 - Sensational Families
 - ASD Helping Hands
 - Early Help
- Provide information about activities for children funded through school
- Access support from school nurse regarding issues such as sleep disorder and bed wetting
- Referrals to Norwich Families Unit for Family Intervention work
- Referrals to Norfolk Family Practitioners for Vulnerable family support
- 1:1 meeting with children/parents as necessary
- Provides food bank vouchers where appropriate.

Specialist swimming teacher

Our specialist swimming teacher holds the following qualifications:

- ASA Teacher of Swimming
- ASA Teacher of Adult and Child Swimming
- ASA Synchronised Swimming Coach
- ASA Teacher of Swimmers with a Disability
- Lifesaving qualifications are updated every two years
- Coaching visually impaired and Deaf children.
- Organises and runs a weekly specialist sensory processing intervention - to improve coordination, sensory processing, and confidence.

The swimming pool:

- Pool is a level 90 cm deep, 6m x 15m, so a typical learner pool.
- The temperature is maintained at around 31', specially to cater for young and disabled swimmers
- The pool has lots of typical swimming aids such as floats, arm bands and noodles but also a vast range of speciality equipment to help swimmers with mobility, coordination or buoyancy issues.
- Accessible boys and girls changing rooms, each with shower, toilet and disabled facilities.
- The pool has a hoist to lift disabled swimmers into and out of the pool.
- Used to provide ongoing sensory processing intervention across the school

How does the school communicate with parents whose first language is not English? (EAL - English as an additional language)

We employ an EAL teacher across the Federation, to support the school, the children and parents who have English as an additional language.

- New arrivals are met by the EAL teacher before the child starts to assess the need of parents and children
- We can arrange interpreters - through Intran Translation and Interpretation Service.
- Standard school letters are available in many translated versions
- The website has an in-built translate tool for parents to choose a preferred language.
- For hearing impaired parents, we have a number of signers who can act as interpreters.

EAL teacher -

Is responsible for:

- The teaching and learning of children with English as an additional language
- Monitoring progress and attainment of pupils with EAL and intervening with those who are at risk of underachieving.
- Providing advice, signposting resources and materials for teachers and TAs.
- Promoting and celebrating diversity of language and skills.
- Working with parents to support development of all known and used languages.
- Arranging translation and interpreter services through Intran as needed.
- Working closely with the SENDCO to identify and support those children who have SEND needs in addition to their EAL needs

What sources of external advice and support are available and accessed by our school?

For some learners we may want to access advice and support from specialist teams. We have access to a variety of services; some services universally provided by Norfolk County Council and Norfolk Community Health and Care NHS Trust.

We regularly use the following services:

- Virtual School Sensory Support for hearing and visually impaired children
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Support Services (EPSS) for advice, individual assessment and CBT
- Community paediatric services
- Community Nursing Services - diabetes, Epilepsy, and specialist health advice and training
- School 2 School Support - referrals for support from complex needs schools
- Point 1 - social, emotional and mental health support
- Nelson's Journey - bereavement support
- Educational Psychology Support Services for on-going supervision (ELSA staff members)
- The Inclusion & SEND Team
- Early Help
- Alternative Provision providers - Growild, Able 2 Be, Respectrum, Alpha Inclusion
- Respectrum (specialist ASD team)
- The ASD Team via EPSS
- Speech and language services
- Occupational Therapy services
- Physiotherapy services
- Access Through Technology

The school has a termly review and planning meeting with EPSS to discuss what support is available/ needed and for us to seek advice and also the termly Core Consultation to discuss whole school SEND matters and seek signposting for information and advice.

The SENDCO also attends termly briefings via the SEND Forum, provided by Inclusion & SEND Team and termly meeting of SENDCOs through membership of The Essential SENDCO Network. The SENDCO is also a member of the local Communication Champions Hub.

Health -

- Via a G.P. school can support requests for referrals to health professional services such as Occupational Therapy, Community Paediatricians, and ADHD clinic.
- School and parents can refer directly to the School Nursing Team, Speech and Language Therapy Services. Via the Just One Norfolk site.
<https://www.justonenorfolk.nhs.uk/>
- Referrals for Specialist assessments and Clinical Psychology assessments via EPSS (Educational Psychological Support Services.)
- Referrals by parents or school to CAMHS or Point 1 - via Just One Norfolk site
<https://www.justonenorfolk.nhs.uk/mentalhealth>

- School can refer to the Neurodevelopmental Services via GP or contact via the Education Triage Service (ETS)

Social Care -

The MASP (Multi agency Support Panel) is available to support education providers' responses to children and families to prevent the escalation of need for emerging vulnerable families not subject to an existing support plan (Early Help, Child in Need, Child Protection etc).

Safeguarding concerns advice is accessed through the CADS helpline (Children's Advice and Duty Service) and the Early Help Teams - via the Early Help Plan (EHP) process.

What is the funding for SEN?

- The local Authority receives money from central government each year.
- This is the Dedicated Schools Grant, and it is split into 3 blocks:
- Early years Block, Schools Block and the High needs block. (This is set aside to pay for support and provision of those with SEND)
- The funding the school receives from the Local Authority each year to support those with SEND is informed by a set of indicators and does not necessarily reflect the demand for SEN in the school. The amount that the school receives is detailed in the SEN memorandum:
- The school budget, received from Norfolk LA, includes money for supporting children with SEND.
- For the financial year 2023/24 this amount is £88,290, plus additional funding to run the Specialist Deaf Resource Base and funding that had been allocated through 'Element 3 funding' see below.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and SENDCO discuss all the information they have about SEND in the school, including the children already receiving support, the children needing extra support and the children who have been identified as not making as much progress as would be expected.
- It is then decided what resources/training and support is needed.
- All resources/training and support are reviewed regularly, and changes made as needed.
- For children who are 'a child in care' money is allocated to the school on a termly basis for the sole purpose of supporting that child. (Pupil Premium Plus)

Additional funding can be applied for through the 'Element 3 funding' via the INDES system - for those with EHCPs, those with identified needs at SEN support and those with exceptionally high needs. For information on this: [Identification of needs descriptors in educational settings \(INDES\) - Schools \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)

Additional funding, via Norwich Opportunity Area has been awarded via a grant application, to fund the set up and training for SEND initiatives e.g. increasing the number of ELSA trained staff across the school (to support children's wellbeing).

Accessibility and Equality

We are committed to making reasonable adjustments to ensure participation for all. Staff have had training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers to include the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic as defined in the Equalities Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more about the Equality Act, protected characteristics and duties on public bodies, please follow the link:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

An Annual Disability Audit is completed. This is led by the Health and Safety officer in conjunction with a member of the Senior Leadership Team and the SENDCO. The latest audit was completed in October 2021.

A copy of the Equality policy is available from school

<http://www.colmanfederation.co.uk/policies/>

Is the building wheelchair accessible?

The school has made many adjustments to make the school disability accessible.

- Our school has an up-to-date Equality Policy and completes a disability annual audit which is reviewed by Governors.
- Flat floor entrances to all ground level classrooms.
- Pull bars and push plates to all internal doors at suitable height.
- Lift to the first floor, to access the IT and music room. Ramps to the swimming pool
- The pool has a hoist to lift disabled swimmers into and out of the pool.
- Disability toilet centrally placed attached to the medical room

Are there disabled changing and toilet facilities?

- Large disabled toilet room centrally placed in the medical room which has a toilet with grab rails.
- Accessible toilets in the children's toilets
- Hoist in the disabled toilet room with adjustable changing table
- Disabled changing facilities and hoist in the swimming pool
- Ramp access to the children's changing rooms
- For children who require changing, we have an Intimate Care Policy and protocols.

What adjustments are there for Deaf and visually impaired children?

- The school has several Sound field systems that improve the acoustic environment for all children. Radio aids are in use.
- School has visual fire alarms as well as auditory fire alarms
- Staff avoid black on white background when using the interactive whiteboard
- Colour copies and enlarged copies of worksheets and assessment tests given to children as needed and access to RNIB Bookshare scheme.
- High visibility strips on all stairs.

How are pupils included in activities outside the classroom including clubs, activities and trips?


All learners should have the same opportunity to access extra-curricular activities. At Colman Junior school in 2022/23 we are offering a range of additional clubs and activities We are committed to making reasonable adjustments to ensure participation for all, so please contact the school office to discuss specific requirements.

Email office@colmanfederation.org.uk Telephone 01603 508530.

- The Equality legislation expects schools to be anticipatory in respect of school activities and trips.
- Pupils with SEND can access all the school's activities including, activities, clubs and residential and day visits.
- The school works, in advance, to plan access or adaptation.
- Advance visits are made by staff to the site to ensure access arrangements are made. This has included such as: accessing specialist wheelchairs, organising alternate access points, adapting and differentiating activities to ensure participation of all, ensuring staff allocated to support specific children, having proficient signing staff for Deaf children.
- Sports Day is adapted with alternative resources as needed
- Parents of disabled children are closely involved in the planning of day or residential visits.
- Specific risk assessments are completed to ensure children can participate with reasonable adjustments

What training have the staff, supporting pupils with SEND, had or what are they expected to have?

- SENDCO holds The National Award for SENDCO qualification, Level 5 certificate in teaching learners with SPLD (Dyslexia) Level 2 Speech and language qualification (Elklan)
- Ongoing updates and training via the Essential SENDCO Network - Termly meetings, and SEND Forum briefings by The Virtual School SEND - Termly Meetings
- Norfolk Steps Training - Behaviour Management - training on regular basis. Two of the teaching staff are now a lead Norfolk Steps Trainer (qualified summer 2020) 24 staff updated their Step On training in September 2023 and 14 their Step-Up training in April 2021.
- Safeguarding Training, including Prevent, completed by all staff annually (most recently September 2023).
- First aid - updated every year, most recently September 2023
- Deaf awareness training given by the Teacher of the Deaf
- Ongoing learning of signing for staff (weekly.)
- Ongoing information updates from SENDCO - e.g., electronic SEN magazine distributed regularly to staff, notification of Training courses to all Teachers and TAs.
- Ongoing Continuous professional development (CPD) in SEND conditions; including, autism awareness, social stories, speech and language need - through 'Just One Number' website, attachment disorder, social, emotional and Mental health, ASD. Medical conditions - Anaphylaxis, Epilepsy, Diabetes.
- Nurture UK training, Boxall Profile training and Level 1 and level 3 Forest school training has been taken by the teacher and specialist TA running the Nurture Base (Kangaroos) and forest school on site. Ongoing additional advice and training is being provided by Growild, and established forest school provider.
- 2 staff trained ELSA (Emotional Literacy support Assistant) with access to ongoing supervision with an Educational Psychologist through EPSS.
- For all TAs whole school training through Inclusion Expert - modules included 19/20: supporting personalised learning, Pre and over-learning, The Outstanding TA in the Classroom, Accelerating Learning for the Most Challenging Children, Advanced Listening Skills. Also, optional course on Speaking and listening which was attended by several TAs.
- Additional specific child S&L training has been accessed via [Speech & Language Therapy Training \(justonenorfolk.nhs.uk\)](https://www.justonenorfolk.nhs.uk)
- All staff have access to SEND CPD resources via the SEND share point site - including Autism Education Trust resources and Dyslexia-SpLD Trust
- 2023/24 - All staff have access to The National College where there are a full range of webinars on SEND topics.
- For 2023-24 whole school focus is to develop Outside Play and Learning (OPAL) [Home - Outdoor Play And Learning](#)
- For 2023-24 a specialist Speech and language TA from the infant school is providing additional training to teachers and TAs, to develop their skills in providing Speech and language support for a number of children with S&L therapy needs.
- Previous whole school training projects have included:
- Whole school participation with The Dyslexia-SpLD Trust to consolidate and develop our good practice in the classroom for children with Dyslexia.

- all the staff were involved in an extended project which has led to the school being awarded 'The Equalities Award' in  2017
- Whole school training on positive behaviour management - through Pivotal Education (Behaviour experts) 2019/20
- Annual update training on asthma and anaphylaxis provided to all teachers and TAs by SENDCO.
- Training for whole school on epilepsy - July 20, and for specific staff training for a specific child's medical needs - September 2023
- Advice sought from Virtual School for Sensory Support for child with visual impairment and one with moderate deafness.
- In conjunction with EPSS we have developed a transition project for SEND and vulnerable children which is being rolled out across the county.
- During 2020/21 a number of teachers and TAs have completed short and much longer certified courses including: SEND Code of Practice, Understanding Autism, Specific learning Difficulties, Introduction to PDA, Foetal Alcohol Spectrum Disorder, Understanding Challenging Behaviour, Developing Emotional and Academic Resilience - Young Minds.
- During 2021/ 22 SENDCO attended training to become familiar with the Norfolk INDES to support teachers to develop a greater knowledge of need identifiers. This is to be completed in 2022-23
- For Teachers to be familiar with the PEASS document to develop own knowledge of a range of SEND strategies for the classroom.
- SENDCO and Pastoral and Parent Support staff to complete long course on 'Peer Mentoring', through the Virtual School LAC, starting January 2022. This was successfully completed in June 2022

TRANSITIONS

How will we support your child when they are leaving this school OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We can contact the new school's SENDCO to pass on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Transition visits over an extended period as needed can be arranged

When moving classes in school:

- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them and spend time in their new classroom prior to the end of the summer term (in 2021 this was part of a day at the end of term.)
- Information and relevant documents (including a record of support) will be passed on to the

new class teacher and a 'handover' meeting with the previous and new teacher will take place. SENDCO meets with current teacher towards the end of the summer term and the new teacher in the first half of the autumn term to support transitions.

In year 4

- Children will have a week in July getting used to coming in at the upper school end and playing on the upper school playground
- Lockers are allocated after careful consideration. E.g., Children with sensory needs will have lockers allocated near the exits.

In Year 5:

- Children with EHC plans will have a 'transition review' of their progress and needs in year 5 which will include secondary school options.
- SENDCO will meet parents of SEND children to outline high school process (summer term).

In Year 6:

- The SENDCO from our feeder High Schools meets with the SENDCO at Colman Junior and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included a series of small group sessions and additional visits. This project now being rolled out across the county - in conjunction with EPSS.
- Additional transition visits to the high school can be arranged as needed.
- The SENDCO from the high school can meet parents 1:1 at the junior school as needed in the summer term prior to transfer to discuss provision and support needed.

How will we support a child with SEND when they join our school?

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

<http://www.colmanfederation.co.uk/children/transition/year-3/>

If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- A meeting for all new parents transferring from infant schools is arranged where they can meet and talk to the SENDCO.
- Individual meeting for parents and the SENDCO prior to transition can be arranged to discuss need and provision.
- SENDCO at the junior school will attend Annual Reviews of year 2 children and attend transition meetings (if not coming from Colman Infant school). Year 3 staff also attend when possible.
- Additional visits are arranged as needed over an extended time period to support individual need.
- All year 2 children are normally invited to play times, lunchtimes and junior school events from Christmas prior to transfer.
- If other professionals are involved with the child, a meeting of all professionals may be held

to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.

- Visits to the infant schools will be made staff prior to transition
- The SENDCO at the junior school will meet the SENDCO at the infant school the child is coming from, if outside the federation, to discuss each child's needs and share information.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face-to-face meetings/ remote as required.
- Each child will be monitored, and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.

The class teacher will endeavour to assess a child's levels of attainment in Maths and English as soon as possible and will plan accordingly, with SENDCO input, as needed.

FURTHER INFORMATION AND LINKS

Who can parents contact for further information?

- **First point of contact at school is always through the class teacher.**
- Contact with the SENDCO can be made via the school office or by email.
senco@colmanfederation.org.uk
- If parents/carers are unhappy with an issue and contact with the class teacher has not resolved the issue, then the lower school or upper school leaders can be contacted or the SENDCO directly.
- In the event of a complaint, an open dialogue between parents and staff is encouraged with the aim that any issues can be resolved. Ultimately, if needed, parents can follow the formal complaints procedure set out in the school prospectus and website.

Useful links

Norfolk Local Offer:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk Just One Number:

<https://www.justonenorfolk.nhs.uk/>

We actively support the work of SENDIASS:

<https://www.norfolksendiass.org.uk/>

For admissions to Colman Junior school contact:

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

On Colman Federation Website there are policies on: Behaviour, Complaints, Equalities, Health and Safety.

<http://www.colmanfederation.co.uk/policies/>

We have a dedicated Safeguarding section of the website and a SEND section.

For safeguarding:

<http://www.colmanfederation.co.uk/key-information/safeguarding/>

For SEND:

<http://www.colmanfederation.co.uk/send/send-junior/>

Department for Education:

<https://www.gov.uk/government/organisations/department-for-education>

Department for Education Guide for Parents:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

GLOSSARY OF TERMS

ADHD	Attention deficit hyperactivity disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
CBT	Cognitive behaviour therapy
CIC	Child in Care - formally known as Looked after child
CPD	Continuous professional development - training
EAL	English as an additional language
EHCP	Education, Health, Care Plan
EHAP	Early Help Assessment Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EPSS	Educational Psychological Support Services
GP	General practitioner - local doctor
IT	Information technology - computer
LA	Local Authority
LAC	Looked after child
LSA	Learning Support Assistant (otherwise known as Teaching Assistant)
MSA	Midday supervisory assistant
NHS	National health Service
PEP	Personal Education Plan (for LAC)
PLP	Personal Learning Plan
PSA	Parent Support Advisor
PSHE	Personal, Social, Health Education
S2S	School to School support services
SEN Code of Practice	The legal document that sets out the requirements for SEND
SEN support	Special Educational Needs support - school led
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability
TA	Teaching Assistant