



Coddington C of E Primary and Nursery School

Special Educational Needs and Disability (SEND) and Inclusion Policy 2023-2024

Our whole approach at Coddington Primary School is driven by our Christian Values of care, community and courage. We value each child for who they are and prepare them for who they can become. We recognise that many children will have special needs at some time during their school life. In implementing this policy, we believe children will be able to achieve their full potential.

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Next review due	October 2024
Reviewed By	C Mercer (SENDCo)
Summary of changes	School values updated Insertion of the terms adaptation and scaffolding and removal of the term differentiation Updated definition of SEMH

Date of last review	November 2022
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Adopted by Governors	
Chair of governors	<i>Stuart</i>

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1. The SEND aims of the school

- To create an environment where children can contribute to their own learning, where they feel safe and are listened to.
- To ensure that all children have access to an ambitious curriculum (including extra-curricular activities) that is adapted to meet each child's individual needs and abilities.
- To ensure the identification of all children requiring SEND provision as early as possible in their school career in order for children with SEND to maximise their achievements.
- To identify the roles and responsibilities of staff in providing for children's special educational needs and make clear the expectation of all partners in this process.
- To ensure that parents of children with SEND are kept fully informed of their child's progress and attainment and are able to make an active contribution in supporting their child's education.

Coddington C of E Primary and Nursery School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require provision that is different from or additional to the typical provision provided by the school.

This policy describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Legislative Compliance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents: [Equality Act 2010](#)

3. Definition of SEND

The SEND Code of Practice (0-25 years) 2014 states that:

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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Special education provision means:

- Educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

At our school we provide support for children with a range of special educational needs.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - In expressing themselves or understanding what others are saying.
- Cognition and Learning - In acquiring basic skills in school.
- Social and Emotional Mental Health – possible difficulties managing their behaviour or emotions.
- Sensory and/or Physical - Such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making smaller steps of progress or having particular difficulties in one area may be given extra help/support or adaptation and scaffolding in lessons to help them succeed.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Coddington C of E Primary School has due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all children with special educational needs and ensure that parents are notified when SEN provision is being made for their child.

Trauma informed approach

We aim to be a trauma-informed school by supporting children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Studies have shown that when children who have undergone painful life experiences are unhelped, there is a high chance of them going on to suffer severe mental and physical ill-health. We ensure staff are aware of this and use it to inform their daily practice. Interventions such as ELSA and therapeutic conversations may be offered as a means of supporting children who have experienced trauma. If appropriate, we may also request and signpost support from specialists and external agencies such as CAMHS, Be U Notts and the Mental Health Support Team.

4. Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of and for all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs
- Learners who are disabled
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers or those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

Trips and out of school activities

Coddington C of E Primary and Nursery School tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our afterschool activities and we try to rearrange transport for children with specific travelling needs as necessary.

5.i Inclusion of Children with English as an additional language

A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. Children with EAL are not considered to have a special educational need but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome, and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural, or linguistic heritage. We aim to include all children and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No pupil will be refused admission on the basis of ethnicity or EAL. Children who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and

induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of child by class teacher and EAL coordinator
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Children will be placed in sets and groups which match their academic ability. Initially this may be in a middle ability set until the pupil's academic strengths can be more fully assessed. Children will not be placed with children with SEN unless SEN is indicated.
- Work in class will be adapted for the children to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided where required to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for children may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where appropriate, catch-up work will be provided for children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where children are ahead of their peer group in terms of learning, adaptations will be made in order to access learning at an appropriate level.
- Progress of children with EAL will be monitored using the Bell foundation EAL assessment framework and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set, and provision made on agreement between the class teacher and the EAL coordinator. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

5.ii Inclusion of Children who are looked after in local authority care

Coddington C of E Primary and Nursery School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect educational outcomes and their personal, social, and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The designated teacher at Coddington C of E Primary and Nursery school is Mrs Lesley Penn.

The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support

- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledging the progress they are making

6. Identification, Assessment, Monitoring and Review Arrangements

At Coddington C of E Primary School, we have adopted a whole-school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying children with SEND and, in collaboration with the SENDCo, will ensure that those children requiring different or additional support are identified at an early stage through a graduated response. Assessment is the process by which children with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. On entry to the school each child's attainment will be assessed, this will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate adapted learning for children with identified SEND, the SENDCo and class teacher will use the records to provide starting points for an appropriate curriculum, identify the need for support within the class, and assess learning difficulties. The class teacher will ensure ongoing observations/assessments provide regular feedback on achievements and use these planning the next steps in learning, involving the parents in a joint home-school learning approach.

Early identification of children with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information from parents
- Records from feeder schools, baseline assessments etc
- EYFS profile
- RWI assessments
- Reports and observations from teachers and teaching assistants
- National curriculum results from tests including KS1 SATs, and Year 4 times table check.
- Use of B-Squared when applicable to track small steps made by children.
- Target setting and Pupil tracking.

Coddington C of E Primary School adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting children's needs.

SEND Monitoring

Any children who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required. The class teacher will take steps to further adapt and scaffold the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil. In line with the graduated response, the SENDCo should be informed and consulted to provide support and advice and may wish to observe the pupil. Parents will be fully informed so they can share information and knowledge with the school to help better understand the

needs of the child. The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

Adapted Curriculum Provision

In order to make progress a child may only require adaptation of the plans for the whole class. The adaptation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning and individual target setting. Adaptation will be recorded in the daily/weekly planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future adaptation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. Where a period of adapted curriculum support has not resulted in the child making expected or good progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at School SEN Support level may need to be made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

There are two levels of SEND support: targeted supported and specialist support. Targeted support is initiated when a child or young person has received quality first teaching (QFT) but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the child or young person's needs, they will require specialist support involving external agencies.

All levels of support consist of a four-part process: Assess, Plan, Do and Review (APDR). This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess: This involves clearly analysing the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents and where appropriate the child. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

Plan: Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an APDR cycle document which will be shared with staff, parents, and the pupil where applicable.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the children's strengths and areas of need.

Review: Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support outcomes and based upon the child's

progress and development, make any necessary amendments going forward, in consultation with parents and children.

The Assess, Plan, Do, Review cycle is reviewed every term by each class teacher and the SENDCo.

Specialist Support

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, school will consider involving specialists. Parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements seek to ensure that there are sufficient services to meet the likely need in an area. The Nottingham County Council Local Offer sets out clearly what support is available from different services and how it may be accessed.

Coddington C of E Primary and Nursery School works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists, and physiotherapists).

The SENDCo and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions in order to support the child's progress. They will agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

7. Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health, or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will usually be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Health Professionals
- Social Care

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. Following the assessment, an EHC Plan may be provided by the local authority, if it is decided the child's needs are not being met by the support that is ordinarily available. A decision will be made by a group of people coordinated by the local authority (including professionals from education, health, and social care) about whether or not the child is eligible for an EHC Plan. The school and the child's parents will be involved in developing and producing the plan. EHC Plans are written in a child centred way and where appropriate contain the child's views, wishes, and hopes for the future. The plan aims to identify their strengths and what is working well as well as their difficulties and what needs to change. It paints a picture of the whole child and has clear and measurable outcome and goals. Parents have the right to appeal against a decision not to issue an ECH Plan. A flowchart detailing the EHCP process is attached as Appendix1.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

Watch [this short video](#) for more information on EHCPs.

8. Roles and Responsibilities

The SENDCo

The SENDCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

9. Funding and resources

- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.
- School receives Age Weighted Pupil Unit (AWPU). A part of this can be used for supporting a pupil with special needs.
- The LA provides the school an Additional School Needs (ASN) budget towards meeting the needs of children with SEN.
- In addition to this the Newark family of schools provides Additional Family Needs (AFN) money that can be applied for by the school to meet the additional needs of some children.
- For those with most extreme needs High Level Needs (HLN) money can be applied for.

10. Links with external agencies and organisations

Coddington C of E Primary and Nursery school recognises the important contribution that external support services make in assisting to identify, assess, and provide for children with SEND.

- Pre School Liaison Meetings highlight any children as already having additional needs. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND concern the SENDCo will telephone to further discuss the child's needs. Children transferring from our school to new schools will have a record that gives details of particular needs and additional provision made by the school. The SENDCo will discuss these children with other schools on request.

When it is considered necessary, colleagues from the following support services will be involved with children with SEND:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School Nurse

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- SENDCos in other schools

There are many voluntary organisations supporting SEND. The SENDCo maintains an up-to-date list via the LA Local Offer website. Parents/carers will be given details of these groups on request or via the school website. Information detailing the school's Local Offer will be posted on the school website.

11. Partnership with parents

Coddington C of E Primary and nursery School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.

12. Evaluating the success of the School's SEND and Inclusion Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

An annual evaluation of the policy will be made by the SENDCo in liaison with the Head Teacher at the review meeting before updating and publishing the Policy on the school's website.

In addition, the school will publish an annual SEND Information report which can be viewed on the school's website which details the key SEND information report.

13. Complaints procedure

Our school has a complaints policy. If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate. If you feel your complaint has not been resolved, please make an appointment with a member of the senior leadership team. If you still want to complain please see our complaints policy which can be found on the school website. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

14. Appendix 1:

Glossary of abbreviations relating to SEND

Abbreviation	Meaning
AFN	Additional Family Needs Funding
APDR	Assess, Plan, Do, Review
ARNA	Anxiety Related Non-Attendance
CAMHS	Children and Adolescents Mental Health Services
C&I	Communication and Interaction
C&L	Cognition and Learning
DT	Designated Teacher
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EPS	Educational Psychology service
EYFS	Early Years Foundation Stage
HLN	Higher Level Need Funding
HRET	Health Related Education Team
LA	Local Authority
LAC	Looked After Child
NC	National Curriculum
OT	Occupational Therapist
PDSS	Physical Disability Specialist Service
PLAC	Post Looked After Child
SALT	Speech and Language Therapist
SBAP	Schools Behaviour and Attendance Partnership
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Coordinator
SFSS	Schools and Families Specialist Services
SP	Sensory and Physical