

## Ravenfield Academy SEND Report

**Date:** January 2018  
**Review Date:** January 2019

### **1. The kinds of special educational needs for which provision is made at the school.**

Ravenfield Academy is a mainstream setting. The Academy aims :-

'To provide a quality education for all and we strive to maintain a friendly, yet challenging environment where every child is given the opportunity to achieve their full potential. We strongly believe in the importance of each pupil as an individual and that 'every child matters'. In this way, the pupils remain at the heart of everything we do.'

Special education provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalized teaching and learning in the classroom

It may take the form of additional SEND (*see Appendix 1*) support from within the setting or require the involvement of specialist staff or support services from outside the setting.

As part of using its 'best endeavours', the Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing support from outside services.

The Governing Body of Ravenfield Academy has an agreed admissions criteria and any children with special educational needs or disability (either with or without a statement/EHCP (*see Appendix 1*) plan) will be considered for entry to the Academy as part of the normal admissions criteria. (i.e. a child who meets the Academy's admission criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school).

## **2. Policy for identification and assessment of pupils with special educational needs**

Prior to any child with special educational needs or disability being admitted into the Academy, close links are established with parents, nursery/pre-school staff and any outside agencies involved in supporting the child. This will help the Academy to establish specific need and ensure that the appropriate support and planning is available.

The SENDCO (*see Appendix 1*) is made aware of any pupils with Special Education Needs or disability by the child's class teacher and will help to identify need and investigate appropriate levels of support intervention and differentiation.

### **SEND Department**

#### **Roles and Responsibilities**

The SEND department facilitates and coordinates the whole Academy approach to special educational needs. The SEND team includes the SENDCO, HLTA, Pastoral Lead, Lead TAs and the Teaching Assistants working in partnership with the classroom teachers.

#### **SEND Co-ordinator**

Mrs J Wildin is the named SENDCO.  
([jwildin@ravenfieldprimaryacademy.com](mailto:jwildin@ravenfieldprimaryacademy.com))

The key responsibilities of the SENDCO include:

- Coordinate provision for children with SEND in liaison with the classroom teacher
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- Liaise with external agencies
- Liaise with transitional providers
- Work with the Head Teacher and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Line management of the TAs
- Classroom and TA intervention strategies
- Parental liaison
- Administration

## **Identification and Assessment**

The identification of SEND pupils is part of the Academy monitoring of progress strategy.

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals
- Where pupils are falling behind or making inadequate progress, work will be differentiated
- At this stage teachers may suspect a pupil has SEND needs. The pupil's response to early differentiation can help identify their particular needs
- Where a pupil continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO should assess if the child has a significant learning difficulty. Where this is the case further intervention is planned, both from within the Academy and through external agency assessments and interventions.

Concerns may also be expressed by a support teacher or another associate professional in the Academy. Parents may have noticed something about their child's behavior, development or performance that has not been apparent in school. Another professional such as a Doctor, or a Health or Social Worker may also express a concern.

### **3. The school's policies for making provision for pupils with special educational needs**

#### **a. How the school evaluates the effectiveness of its provision for such pupils**

Progress continues to be measured and recorded to measure impact of differentiation and interventions by the class teacher, SEND department and Governors including:

- Measurement against starting point
- Measurement against previous rates of progress
- The ARE (*see Appendix 1*) attainment gap between the pupil and their peers

Termly pupil progress meetings and intervention trackers assist this process.

**b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Following identification and initial strategies of differentiation if progress is still of a concern, it will be necessary to:

- discuss this with the child's parents or carers and collect relevant information
- the SENDCO to register the child's special educational need
- if necessary the SENDCO, class teacher and parent /carer discuss what support can be given outside the classroom to help the child with their learning barrier. This might be something specific to the child in the form of an Individual Education Plan or as part of one of the support programmes operating in school, eg. Early Literacy Intervention plus specific homework.
- Progress is monitored regularly and termly review meetings are held at parent's evenings.
- A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

Use of data and record keeping:

- Provision made for pupils with SEND is accurately recorded and kept up to date on the IEPS (*see Appendix 1*) and provision map. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. This should ensure that they have accurate information to evidence the SEND support that has been provided over the pupil's time in the Academy, as well as its impact.
- Recording information on the provision map enables the SENDCO to maintain an overview of the collective programmes of individual pupils and provides a basis for monitoring the levels of intervention and assessing their impact on progress.
- The SENDCO will track and monitor SEND pupils' progress and data using the O'Track electronic data system which allows for a number of reports to be created over time.

**c. The school's approach to teaching pupils with special educational needs**

**Whole Academy Policy**

- To provide for pupils with SEND, through access to a broad and balanced curriculum that is differentiated to meet individual needs.
- To provide additional intervention and support for SEND pupils from within the Academy and through external agency assessments and interventions.
- To ensure all pupils make appropriate levels of progress

**d. How the school adapts the curriculum and learning environment for pupils with special educational needs**

The school will make reasonable adjustments to meet a range of special educational needs within its mainstream setting. Learning is personally planned including group and individual adaptations to the curriculum.

**e. Additional support for learning that is available to pupils with special educational needs**

**Differentiation**

- Class teachers are responsible for differentiating to meet the needs of all the pupils in their classroom using appropriate resources, including the allocation of the TA.
- Class teachers should set high expectations for every pupil including challenging targets
- Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

**Teaching Assistant Support**

In addition to quality first wave teaching and a differentiated approach, pupils with SEND may also require extra support for their learning needs from a TA in the classroom. The general objectives of in class support are:

- TA is actively and pro-actively involved in the lesson
- TA adjusts activities according to pupil response, to ensure differentiation and challenge
- TA monitors pupil response to learning activities and feeds back to teacher
- TA shows specific subject knowledge through use of questioning
- TA promotes positive climate to learning and establishes positive working relationships

- TA promotes and encourages independent learning
- TA has a good working knowledge of SEND learning barriers and targets support appropriately

There will also be circumstances when individual or small groups of pupils will need to be withdrawn from their mainstream lesson to access specific interventions.

Such provision will be discussed with parents/carers at review meetings.

**f. How the school enables pupils with special educational needs to engage in the activities of the school in addition to those available in accordance with the curriculum:**

The school will make reasonable adjustments to enable all pupils to access all school activities. This may include for example allocation of a 1-1 support worker and/or permission for a parent/carer to attend a school trip.

Pupils at school with medical conditions are properly supported so that they have full access to their education. This includes consultation with health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. A child will not be excluded from full-time education because of a medical condition, although health and safety elements, staffing, or the finalisation of risk assessments will need to be in place first.

**g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs**

**The Educational Psychologist:  
pthorpe@psychologydirect.co.uk**

Educational Psychologists are specialists in learning, behavior and child development. They work directly with pupils and also give expert advice to parents, carers and teachers. Within the Academy the educational psychologist service provides a wide range of services including advice on teaching and learning, counseling, staff training, behavior management and practical evidence based interventions. They will provide advice and contribute to the EHC plans.

**MAST support:**

(Sara Graham: sgraham@maltbyacademy.org)

The school accesses a counselling service provided by Maltby MAST.

**Pastoral support:**

The school employs two HLTA's who offers enrichment support and run personalised pastoral programmes. In addition other support staff are involved in

bespoke pastoral programmes, such as Time to talk and lunchtime alternative provision clubs.

#### **4. SEND Coordinator:**

Julie Wildin – [jwtildin@ravenfieldprimaryacademy.com](mailto:jwtildin@ravenfieldprimaryacademy.com)

#### **5. Expertise and training of staff**

##### In Service Training

In-service training has been developed to encourage all staff (teaching and non-teaching) to develop their understanding of special educational needs.

Teaching staff are encouraged to:

- Develop their understanding of special needs and the educational, social and personal implications for a pupil.
- Develop their teaching expertise in providing for pupils with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all pupils.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.
- As the Academy continues to develop the use of Teaching Assistants, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilizing teaching assistants as an important resource to the Academy. A programme of TA training is in place.
- All teachers and TAs who are required to meet specific need will receive specific training through LA (see Appendix 1) or external courses as appropriate.
- Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by SENDCO or external providers – this includes Governor training.
- SENDCO has completed the mandatory PGCertSEND award

### Securing of Specialist Services/Support at Ravenfield Academy

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
Communication and Interaction Needs	Autistic Spectrum Condition	Training provided for staff from Hilltop Special School and the ACT team re generic strategies that can be integrated into the classroom teaching and learning to benefit autistic pupils re structure, language, conceptual understanding eg visual/kinaesthetic supports and strategies	Liaison with specialist staff re specific strategies to aid learning in the classroom; EYIOS/ACT/CDC (see Appendix 1) referrals with Keyworker and strategy support; Maltby Academy transition support from specialist TA. Family support and networks sought if necessary to support parents. Possible interventions: Anger Management; Pupil Voice 5 Point Scale/HUB	As additional school support but with 1-1 TA support and interventions if /when necessary.
	Speech, Language and Communication Needs	Implementation of practical strategies by teacher integrated into the classroom teaching and learning to benefit pupils with speech and language difficulties	SALT/CDC (see Appendix 1) referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by SALT	As additional school support with extra family and parental support as necessary



Cognition and Learning Needs	Moderate Learning Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with moderate learning difficulties supported by class TA as an additional resource. Eg – visual and kinaesthetic learning techniques and overlearning - adapted visual aids, modelling; differentiated delivery - simplified language, slower pace, writing frames, structured sentences	LSS and EPS (see Appendix 1) referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by LSS and EPS; Specific and bespoke TA interventions used and measured as part of IEP provision Eg: Beat Dyslexia/MSL programme followed	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Specific Learning Difficulties	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with specific learning difficulties supported by class TA as an additional resource.	LSS and EPS referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by LSS and EPS; Specific and bespoke TA interventions used and measured as part of IEP provision Eg Clicker, Teodorescu Write from the Start, reading rescue, numicon, 1 <sup>st</sup> Class at number. Talk boost/Sensory circuits/Nessy	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary

Social, Emotional and Mental Health Needs	Social Needs	All pupils can be referred to pastoral TA/safeguarding officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents	If the pastoral TA/safeguarding officer continues to be concerned a referral will be made to social care and she will attend subsequent FCAF, core group etc meetings as appropriate implementing support strategies in school. She will be supported in this process by the SENDCO and Head Teacher as appropriate	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Emotional Needs	All pupils can be referred to pastoral TA/safeguarding officer if there are concerns about their emotional needs who will provide pastoral support, interventions and liaise with parents	If the pastoral TA/safeguarding officer continues to be concerned a referral will be made to MLT MAST, BST and/or EPS (see Appendix 1) and she or the SENDCO will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher.	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Mental Health Needs	All pupils can be referred to pastoral TA/safeguarding officer if there are concerns about their mental health needs who will provide pastoral support, interventions and liaise with parents	If the pastoral TA/safeguarding officer continues to be concerned a referral will be made to MLT MAST, BST and/or EPS/CAMHS and (see Appendix 1)	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support

			she or the SENDCO will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher.	as necessary
Sensory and Physical Needs	Hearing Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Hearing Impairment Needs supported by class TA as an additional resource.	HI service/CDC referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by HI service	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Visual Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Visual Impairment Needs supported by class TA as an additional resource.	VI/CDC service referrals with Keyworker and strategy support; Implementation of practical interventions by TA in school as recommended by VI service	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Multi-Sensory Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Multi-Sensory Impairment Needs supported by class TA as an additional resource.	Liaison with Hilltop School in particular re strategies to aid learning in the classroom; EYIOS/ACT/CDC referrals with Keyworker and strategy support; Maltby Academy transition support from specialist TA.	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary

Physical and Medical Needs	Physical Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Physical Needs supported by class TA as an additional resource.	Liaison with Health Visitor, CDC, EYIOS worker, OT (see Appendix 1) service, school nurse and/or Disability Officer re strategies to aid learning in the classroom and around school	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary
	Medical Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Medical Needs supported by class TA as an additional resource.	Liaison with Health Visitor, CDC, EYIOS worker, OT service, school nurse, Epilepsy Nurse and/or Disability Officer re strategies to aid learning in the classroom and around school	As additional school support with but with 1-1 TA support and interventions if /when necessary and extra family and parental support as necessary

**Nb:****The LSS Teacher:-**

(Sarah Phillip: sarah.phillip@rotherham.gov.uk)

The LSS teacher visits school as required. She discusses the children working on the LS programme with the TA. She will observe them in class and when working with the TA. She makes regular assessments of the children's progress, academic level and social interaction which helps to inform future I.E.P.s., LSPs and reviews.

She liaises with the class teacher and if required can attend termly review meetings. She also provides resources and ideas for the TA to use with the children. At our request and with parental consent, she will observe any children for whom we have concerns. She is a regular point of contact for advice on any SEND matters.

**Other SEND agencies including CDC, SALT (see Appendix 1), Behaviour Support and ACT (see Appendix 1)**

Generally these SENDCO will make a referral around specific learning difficulties

for a pupil to one of these services, with parental permission. The service will come and complete an assessment and observation with the pupil and then write a report. After discussing the report with the parent, teacher and SENDCO a package of support will be implemented if necessary with measurable outcomes.

CDC: Jan Ridgway – [jan.ridgway@rotherham.gov.uk](mailto:jan.ridgway@rotherham.gov.uk)  
 Jo Pollard – [jo.pollard@rotherham.gov.uk](mailto:jo.pollard@rotherham.gov.uk)  
 SALT: Speech & Language Therapy Dept - 01709 423230/423229  
 BST: Behaviour Support Team – Stevie Davis –  
[stevie.davis@rotherham.gov.uk](mailto:stevie.davis@rotherham.gov.uk)  
 ACT: Autism Communication Team: Lianne Morewood –  
[lianne.morewood@rotherham.co.uk](mailto:lianne.morewood@rotherham.co.uk)  
 CAMHS Helen Beasley - 304808  
[helen.beasley@nhs.uk](mailto:helen.beasley@nhs.uk)

## 6. Equipment and facilities

The school will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

The majority of the school building has no impediments internally to the movement of physically disabled children. Where steps might prohibit access a disabled lift is available and an alternative route. There is a disabled toilet facilities in school and doors are wide enough for easy wheelchair access.

## 7. Working in Partnership with Parents

### Objectives

- To ensure that the Academy takes account the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.
- To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

Parents of pupils with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of pupils with special needs may require and expect information in the following:

- The Academy SEND policy
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision making procedures
- Other services provided by the LA for Children in Need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services

The Academy values highly a partnership with parents in obtaining the most effective provision for pupils with special needs. This partnership includes:

- The Academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
- The Academy responding quickly to parental concerns about pupils special educational needs
- Parents responding quickly to the Academy's request for their involvement in meeting their children's special needs
- The Academy and parents having joint meetings with parents to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent, the pupil and the school. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

### **8. Arrangements for consulting with pupils**

The views of the child will be included. This could be through involving the child in all or part of the review meeting, or gathering their views as part of the preparation for the meeting. Following the meeting the SENDCo will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the pupil's record as appropriate.

### **9. Complaints procedures**

The school encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the class teacher. There are 2 parent's evenings held throughout the year, however, the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENDCO who would be happy to answer any questions or concerns you may have.

Parents who wish to make a complaint re SEND provision are strongly encouraged to speak to the Principal. If the issue cannot be resolved at this level or the complaint is about the Principal the parent would be directed to the school's complaints procedure.

### **10. Transition Provision**

Transition from EYFS to KS1 is an internal transition within the school. Children are introduced to their new setting before the start of term so they are familiar with the changes. If necessary parents are involved in this process. Teachers and the SEND team spend time sharing data, information, reviewing the IEPs and setting targets in advance of the new school year.

Transition from primary to secondary education follows a comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- Pen portrait of each pupil
- SEND review and exchange of information
- Transition programme of visits and experiences
- Additional SEND visits if necessary
- Parents evenings
- Summer school

### **11. Local Offer**

[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

### **12. The Governing Body**

Regular reports are made to the Governing Body about the progress of children with Special Educational Needs and Disability. A report is made to parents in the Governors Annual Report to Parents (School Profile). A member of the Governing Body, Jenny Jaques, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team

### **13. Ravenfield Academy SEND Single Category Support**

Once a potential special educational need is identified, the Academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

**WAVE 1**

Before identifying a child as needing SEND support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. They would be on the monitoring register and an optimum learning plan would be completed.

**WAVE 2**

This approach should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. If the pupil is still failing to progress despite high quality first wave teaching further SEND intervention should be considered as Wave Two. The assessment should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. This will be recorded on an IEP.

**Plan**

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENDCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

**Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.



**Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the IEP accordingly.

**WAVE 3**

In addition to Wave 1 and 2 in some cases, outside professionals from health, education or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree. It will need to be decided at this point if the pupil would qualify for an EHC (see Appendix 1) plan and needs to be referred to SEND assessment team.

**WAVE 4**

All pupils who receive an EHC plan are Wave 4.

**Current Profile – SEND Support Register:**

Number of children at:	FS2: W2	2	FS total	2
	W3	0		
	W4	0		
KS1:	W2	2	KS1 total	4
	W3	1		
	W4	1		
KS2:	W2	11	KS2 total	16
	W3	4		
	W4	1		
Total in school:	W2	12	School total	22
	W3	2		
	W4	4		

***Appendix 1***

<b>ACT</b>	Autism Communication Team
<b>ARE</b>	Age Related Expectation
<b>BST</b>	Behaviour Support Team
<b>CAMHS</b>	Children & Young People's Mental Health Services
<b>CDC</b>	Child Development Centre
<b>CPD</b>	Continuous Professional Development
<b>EHC</b>	Education Health and Care Plan
<b>EPS</b>	Educational Psychology Service
<b>EYFS</b>	Early Years Foundation Stage
<b>EYIOS</b>	Early Years Inclusion Outreach Support
<b>FCAF</b>	Family Common Assessment Framework
<b>HLTA</b>	Higher Level Teaching Assistant
<b>IEP</b>	Individual Education Plan
<b>KS1</b>	Key Stage 1
<b>KS2</b>	Key Stage 2
<b>LA</b>	Local Authority
<b>LSP</b>	Learning Support Programme
<b>LSS</b>	Learning Support Service
<b>MAST</b>	Multi Agency Support Team
<b>OT</b>	Occupational Therapist
<b>SALT</b>	Speech and language Therapy
<b>SEND</b>	Special Educational Needs & Disability
<b>SENDCO</b>	Special Educational Needs & Disability Co-ordinator
<b>SENDIASS</b>	SEND information Advice and Support Service
<b>TA</b>	Teaching Assistant