

# St Mary and All Saints CE Primary School

## Head

With our heads we learn

## Hand

With our hands we create

## Heart

With our hearts we love and care for each other

## SEND Policy

**Written:** Spring 2024 **Review:** Spring 2025  
**Member of staff responsible:** Mrs C Levin  
**Governor responsible:** Mr Graham Carberry

At St Mary & All Saints our vision (Head, Hand, Heart – education of the 'whole child') is at the heart of all that we do. Our warm, nurturing and inclusive environment encourages every child to be aspirational, creative and show kindness and love towards each other and towards themselves. Through exciting learning experiences and a willingness to learn through our mistakes, we nurture resilient, kind children who embrace every opportunity with curiosity, enthusiasm and self-belief.

*Please see glossary of terms - Appendix 1*

### 1 INTRODUCTION

At St Mary & All Saints we are committed to providing an inclusive, broad and balanced curriculum education that meets the needs of all children. High quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximise progress. We are committed to the implementation of special educational needs and disability (SEND) support across the curriculum. The SEND policy will be reviewed alongside the following policies in order to ensure joined up thinking: Teaching and Learning, Behaviour, Accessibility, Safeguarding, Managing Medicines and Medical Conditions and The Equality Policy.

**1.1** This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013) updated 2015
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting pupils at school with Medical Conditions (September 2014)
- Schools SEND Information Report Regulations (2014)
- The National Curriculum in England (July 2014)
- Safeguarding Policy
- Teachers Standards 2012 (introduction updated June 2013)

This policy has been developed by the SENDCo in conjunction with input from the Senior Leadership Team, The Governing Body and all staff. It should be read in conjunction with St Mary and All Saints Annual SEND Report, Accessibility Plan and Anti-bullying policy.

## **2 Aims and Objectives**

St Mary and All Saints Primary School is committed to raising aspirations for and expectations of all children with SEND. We aim to work in partnership with parents, children and external agencies in order to achieve targets set. In particular, we endeavour to:

- To recognise, value and celebrate every child's achievements
- Implement the guidance provided in the SEND Code of Practice, 2015, the Special Educational Needs and Disability Act (SENDA 2001) and other relevant national and local legislation and recommendations
- To identify and pupils who have special educational needs and additional needs and remove their barriers to learning.
- To ensure that every child identified as having special educational needs will be given an equal opportunity to reach their potential and develop their talent to the full
- To evaluate the effectiveness of the provision for pupils with SEND
- To assess and regularly review the progress and needs of pupils with SEND
- To ensure that there is a qualified teacher designated as SENCO for the school who has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- To provide support, training and advice for all staff working with children with additional needs, giving staff additional training on strategies and research relating to SEND on a regular basis.
- To inform all parties how SEND provision works collaboratively – Child, Parents, Teachers, SENDCo and other professionals, and how concerns and issues will be managed
- To ensure school SEND policy is implemented and maintained by all staff and governors

## **3 Definition of Special Educational Needs**

The SEND Code of Practice 0-25, January 2015, states that: 'A child or young person has special educational needs 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 the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

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". (Equalities Act 2010)

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.

Schools must also have regard to the statutory guidance around supporting pupils with medical conditions (DfE 2014).

## **4 Identifying Special Educational Needs**

The SEND Code of Practice identifies the following four broad areas of need:

### **4.1 Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **4.2 Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **4.3 Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

As a school we are acutely aware of the impact that emotional, social and mental health difficulties can have on a child's education and wellbeing. We pride ourselves

with our approach to supporting these children. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are included within our wellbeing groups
- Trained ELSA staff support our children with SEMH
- We have a mentoring scheme through Wycombe Wanderers to provide children with an inspirational role model as well as a regulatory movement break in their day.

#### **4.4 Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At St Mary's we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also the areas that may impact on progress and attainment, for example:

- Having a disability
- Attendance and Punctuality
- Health and Welfare
- Speaking English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

In deciding whether to make special educational provision, the class teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

## **5 A Graduated Approach to SEND Support**

High quality teaching, adaptive for individual pupils, is the first step in responding to pupils who may have special educational needs. All staff are responsible for identifying pupils with special educational needs. Where a pupil is identified as having special educational needs, action is taken to remove barriers to learning and effective special educational provision is put in place. This support takes the form of a four-part cycle

(Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. Throughout the school we monitor and track the progress of all children through an ongoing process of planning, teaching and review/assessment. The main assessments used are termly summative assessments of progress including Reading, Writing, SPAG and Maths. Children are assessed against the criteria outlined in the current national curriculum in all subject areas.

### **Assess**

Where a teacher has an initial concern about a child who has not made expected progress despite some intervention within the classroom, the teacher will complete a concern form for the SENDCo. The SENDCo will make some suggestions about next steps and closely monitor the child and their progress. Where additional support and intervention has not enabled the pupil to close the gap and further support is required above that of their peers, the following steps would be taken:

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and the individual's development in comparison to their peers and national data as well as the views and experience of the parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome 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 their need.

### **Plan**

Where it is decided that SEND provision is necessary, the pupil will be formally recorded on the SEND Register and a SEND Support Plan will be drawn up. The class teacher, with input from the child and parent, will draw up the plan which details the adjustments, interventions the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher, with support from the SENDCo and in collaboration with the parents and the pupil, will be responsible for implementing the SEND Support Plan. Parents are made fully aware of the planned support and interventions and it is expected that parents also support their child with their individual targets at home where possible.

### **Do**

The class teacher remains responsible for working with the child on a daily basis. The class teacher works closely with Learning Support Assistant or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher where necessary, in the further assessment of the child's particular strengths and areas for development and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly. This feeds back into the analysis of the pupil's needs. The

class teacher will revise the support in light of the pupil's progress and development and working with the SENDCo, decides on any changes to the support and outcomes, in collaboration with the parent and pupil.

## **6 Managing Pupils Needs on the SEN Register**

### **SEND Support Plan**

If a child is identified as having SEND which requires targeted support over an extended period and/or requires support from external specialists e.g. Specialist Teacher, Educational Psychologist etc., the child's needs are recorded on a SEN Support Plan (SSP) and this is reviewed three times a year. The SSP is discussed with parents at parent's evenings as well as at other additional meetings. Updated SSP plans are sent home to parents after each review. Plans need to be manageable as well as ensuring that they meet the needs of the pupils. Evidence needs to be gathered that additional support has been put in place for a pupil over a period of time (usually a minimum of one assessment cycle) and that this additional support has not enabled the pupil to make progress before further support such as HNBF or an EHCP is applied for.

### **Positive Behaviour Intervention Plan**

Sometimes a child may need extra support with their behaviour. Alongside the PRU, we have devised a positive behaviour intervention plan which is completed by the class teacher and SENDCO, often with input from any professionals involved. This will detail the behaviours we are looking for and the rewards and scripts that will follow as well as any triggers or areas of difficulty that the child may have and scripts or actions which will happen in those instances. These scripts are shared with all staff who come into contact with the child to ensure consistency of approach and support.

### **Higher Needs Block Funding**

If a pupil fails to make expected progress, despite high quality targeted SEND support equating to 13 1/2 hours or the equivalent of a £6,000 spend, or does not meet the criteria for an EHCP, the SENDCO may request HNBF from the LA to finance additional support for the pupil in the short term. Evidencing a case is a lengthy and intensive process requiring detailed information from all involved parties (parents, teachers, external specialists, medical and perhaps social or psychological advice) gathered over a period of time.

### **EHCP**

If it is decided that a pupil still has extra or more complex needs and is struggling to make progress despite significant adaptations and intervention, the school, in conjunction with the parents, may request an EHC needs assessment for the child. When an application for an EHC needs assessment is made to the Local Authority, a dossier of evidence is produced to show that the child has significant barriers to learning and is in need of additional help other than that available at SEND Support. This is a detailed multi-professional examination to find out precisely what the child's needs are.

An EHCP, granted by the LA, gives the child the protection of a designated amount of support allocated to their specific individual learning programme which can last until they are 25. It may involve a specialist teacher who can provide more regular intervention or any OT or SALT provision to which the child may be entitled. The support is outlined in the EHCP, which is a legal document and must be adhered to. The

support received is monitored and the EHCP will be reviewed annually at the pupil's Annual Review to ensure that it continues to meet the child's needs, or is amended accordingly to meet the child's needs.

## **7 Criteria for Exiting the SEN Register**

If a child is deemed to have made sufficient progress and they no longer need extra support that is additional to or different from that which is provided as part of the Quality First Teaching, for a period of two terms or more, the pupil will be removed from the SEND register.

## **8 Supporting Pupils and Families**

### **Local Authority's Offer**

Buckinghamshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Buckinghamshire Local Offer, please visit: [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)  
Or watch this clip: [https://youtu.be/a98NH\\_ZIWEM](https://youtu.be/a98NH_ZIWEM)

### **SEND Information Regulations Report**

St Mary and All Saints School, like all mainstream primary schools, is required by law to produce a Special Education Needs (SEND) Report on an annual basis. This can be accessed via the school website.

### **Admission Arrangements**

The admission arrangements for children with SEN and without an EHCP are no different from other children. A close handover will take place with the child's current setting to ensure consistency of support.

### **Access Arrangements**

When a pupil reaches Year 2 and Year 6 their data is analysed and, if necessary they are assessed for any extra requirements in their End of Key Stage SATs examinations. Examples of support could be modified materials; a reader; extra time; movement break and/or a scribe. The school has access to a wide range of education, health and social care services, which offer guidance to support children with SEND. This includes the Specialist Teaching Service: Cognition and Learning Needs, Communication and Interaction, Visual and Hearing Impaired and support for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists and Speech and Language Therapists may visit regularly to support children with an EHCP. It also includes the Education Psychology Service and Pupil Referral Unit. We are committed to building close links with, and capitalising on the expertise and advice provided by other professionals. With parental permission, referral forms can be completed to request formal assessments if appropriate.

### **Links with other schools and transfer arrangements**

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCo liaises with the SENDCo of the secondary schools servicing the area to ensure that effective arrangements are in place to support pupils at the time of

transfer. A representative of the LA is invited to attend all Transition Reviews for children with EHCP's in Year 5 in order to contribute to the Transition Plan. When pupils move to another school their records will be transferred to the next school.

## **9 Supporting Pupils at school with Medical Conditions**

At St Mary's, any child with a medical condition is properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2015) and the statutory guidance 'Supporting pupils at school with medical conditions' (2015) is followed. If a pupil has an additional medical need, a detailed care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

## **10 Monitoring and Evaluation of SEND Provision**

The school's SEN provision is evaluated on an ongoing basis. This is done by:

- Monitoring of classroom by practice including adaptive teaching by the SLT, SENDCo/Subject Co-ordinators
- Analysing pupil tracking data and test results
- Termly monitoring of procedures and practice by the SEND Governor
- Monitoring provision through the School Development Plan/SEND Action Plan
- Frequent meetings of pupils, parents, outside agencies and staff to plan or review EHCP plans, revise provision and celebrate success.
- Pupil voice questionnaires
- Parent views questionnaires
- Training in and monitoring of the writing of high-quality SSPs and provision maps by the SENDCO
- Observation of, and feedback on, interventions and lessons
- Learning walks and book looks and feedback thereon

## **11 Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Through the monitoring and evaluation of SEN provision, the SLT and SENDCo identify the professional development needs of staff. The SENDCo delivers training to staff at planned INSET days and at staff meetings. The SENDCO and other members of staff deliver training to the LSA's during the LSA meeting. Training for staff is also delivered by external agencies, e.g. OT, STS, PRU. Newly appointed teaching and learning support staff meet the SENDCO to discuss SEND procedures.



## 12 Roles and Responsibilities

The Governing Body, in cooperation with the Headteacher, has a legal responsibility to monitor the policy and provision for pupils with SEND. This will include ensuring that all staff are made aware of their responsibility for helping to identify, assess and provide for any child's SEND. The SENDCo liaises regularly with the designated SEND Governor/s to ensure that the Governing Body is informed regarding the needs and progress of pupils on the SEND Support List.

### **The Governing Body is responsible for:**

- Appointing a member of the governing body with specific oversight of the school arrangements for SEN and disabilities
- Working with the Headteacher and SENDCo to determine the school's general policy and approach to provision for children with SEN and monitor the policy and provision for all pupils with SEND.
- Ensuring that procedures for monitoring and measuring the progress of all pupils are in place and used consistently by all teachers to ensure early identification and support of children who may require SEN support
- Reporting annually to parents on the implementation of the school's policy for pupils with special educational needs including the allocation of resources
- Ensuring that SEND provision is part of the School Development's Plan
- Ensuring that the quality of SEND provision is continually monitored
- Ensuring that the needs of all pupils are met

### **The School Leadership Team is responsible for:**

- Ensuring that the needs of all pupils are met
- Regularly reviewing the quality of teaching for pupils with SEN and the progress made by pupils
- Setting a SEND budget within the school's overall financial resources
- Ensuring the Notional and SSA funding is allocated appropriately
- Keeping the governing body fully informed of SEND issues and providing an annual SEND information report in line with the specified content of section 6.79 of the SEND Code of Practice (2015.)
- Analysing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement
- Identifying any patterns in the identification of SEN both within the school and in comparison with national data

### **The SENDCo is responsible for:**

- Working with teachers to ensure day to day implementation of the SEND policy
- Supporting the development of all staff to ensure high quality and consistent approach is adopted
- Liaising with and advising school staff on a graduated approach to providing SEND support
- Planning for the Special Needs in the school by observing and assessing children with learning difficulties

- Liaising with parents and other professionals, including class teachers, in respect of children with special educational needs
- Co-ordinating with the head teacher in managing provision for pupils with SEND
- Ensuring appropriate Behaviour Intervention Plans, SEND Support Plans and Provision Maps are in place and are consistently adhered to
- Supporting teachers in the assess, plan, do, review process of SEND Support Plans and Educational Health Care Plans
- Updating and maintaining the SEN register
- Attending and organising review meetings of SEND pupils with EHCPs
- Delivering training to LSAs and class teachers and updating all staff on SEND issues
- Monitoring the progress of SEND pupils
- Liaising with external agencies, arranging meetings and providing a link between these agencies, children, class teachers and parents
- Meeting with the SEND Governor and keeping them informed of progress, plans and issues
- Liaising with SENDCOs in feeder / transfer Schools to help provide a smooth, positive transition

### **The class teacher is responsible for:**

- Being aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils.
- Regular monitoring and reviewing of the progress and development of the pupils in their class to aid the early identification of pupils who are failing to make adequate progress
- High quality teaching, adapted for individual pupils
- Retaining responsibility for pupils when they are working away from the main class and working closely with LSAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- Keeping a class or year group provision map of interventions and strategies used for all pupils failing to make adequate progress
- Gathering information and working in partnership with parents by keeping them informed
- Following the assess, plan, do review process with all SEND Support /EHCPs alongside parents, the pupil and SENDCo within the required time scales and keeping a record of the outcome
- Working closely with the SENDCo to implement provisions and strategies
- Sharing appropriate information or professional reports with members of staff who work with pupils in their class

### **The Learning Support Assistants are responsible for:**

- Being aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Supporting the SENDCo and teacher with the inclusion of pupils with SEND within the class
- Implementing and monitoring provision to enable access to a broad and balanced curriculum

- Feeding back to class teachers and SENDCo regarding pupils' responses to tasks and strategies.
- Keeping accurate and up to date records of all interventions and support given to support the monitoring process, usually using the records of progression

*Lunchtime supervisors are given any necessary information relating to the supervision of pupils during the midday session. They may meet with the SENDCo in relation to behaviour management and other issues for particular pupils.*

### **13 Storing and Managing Information**

#### **Confidentiality**

St Mary and All Saints school is committed to the health and well-being of its pupils and will ensure that staff, parents and pupils can feel confident that any information entrusted is treated sensitively and only shared with the relevant personnel.

#### **Data Protection**

St Mary and All Saints school gathers and uses personal information about staff, pupils, parents and other individuals who come into contact with the school to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

### **14 Reviewing the Policy**

The SEND policy is reviewed annually in conjunction with the Governing Body.

### **15 Accessibility**

Our school approach is to ensure that there are no barriers to learning for our pupils with SEND. It is important to us that pupils with SEND have the same opportunities as other pupils. All of our extra-curricular activities and school visits are available to all our pupils, including after school clubs. All pupils are encouraged to take part in residential and day school trips, sports day, plays and assemblies and workshops and adjustments and adaptations are made according to need. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our admission arrangements have been agreed by the diocese and the LA and are in accordance with government directives. The admission arrangements for children with SEN and without an EHCP is no different from those for other children. Careful attention is paid to identifying the individual needs of children on entry using the graduated approach and appropriate assessment, according to their age. There are close links with feeder nurseries/preschools in the area and if a child has been identified as having SEN, early liaison with the parents is made. A SSP will be written for any child with special educational needs.

We comply with the Equality Act 2010 in making reasonable adjustments for the admission of disabled pupils. Please see our school accessibility plan for further information on how

we identify and remove barriers to learning. This includes improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and the services we provide. The school building has wheelchair accessibility via the entrance door in the middle school playground. Personal Emergency Plans (PEEPS) are in place in place for every child with a physical disability to ensure their safety in the event of a fire or other emergency.

### **Statutory Responsibilities**

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEA's to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Schools are required to produce accessibility plans for their individual school and LA's are under a duty to prepare an accessibility strategy covering the maintained schools in there are
- Accessibility plans and strategies must be in writing
- The statutory responsibilities for Schools can be found at:  
<https://www.gov.uk/government/collections/statutory-guidance-schools>

## **16 Dealing with Complaints**

If you are concerned about your child's progress, or you have any concerns regarding your child's education, your first step should be to talk directly to your child's class teacher about your concerns. If your concern is not resolved by the teacher, you should then ask for a meeting with the SENDCO, who will do her best to help resolve the issue. If the concern is still not resolved, then meet with the Headteacher.

If this still does not resolve the issue, you may choose to make a formal complaint by putting it in writing addressed to the Headteacher. The school's Complaints Procedure is available on the school website and a hard copy can be obtained from the school office. Under the SEN and Disability Act 2001 parents will also be able to request independent disagreement resolution and the school will make further information about this process available on request.

Any parent wishing to seek further advice concerning any aspect of their child's Special Education Needs can contact Buckinghamshire Special Educational Need and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) – <https://www.buckscc.gov.uk/services/education/bucks-sendias-service/contact-the-sendias-service/>

## 17 Appendix 1 Glossary of terms

SEND– Special Education Needs or Disability  
DfE - Department for Education  
SENDCO – Special Educational Needs Coordinator  
SLCN – Speech, language and communication needs  
ASD – Autism Spectrum Disorder  
SLD – Severe Learning Difficulties  
PMLD – Profound and Multiple Learning Difficulties  
SpLD – Specific Learning Difficulties  
VI- Vision Impairment  
HI- Hearing Impairment  
MSI- Multi-Sensory Impairment  
LSA – Learning Support Assistant  
EHCP - Education, Health and Care  
SSP - SEN Support Plan  
HNBF – Higher Needs Block Funding  
SaLT – Speech and Language Therapy  
OT – Occupational Therapy  
SLT – Senior Leadership Team  
ELSA – Emotional Literacy Support Assistant