



The Circle Trust Document: Special Educational Needs and Disability Policy

| | |
|--------------|-----------------------------|
| Author: | Executive Headteacher |
| Approver: | Trustees |
| Owner: | School Improvement Trustees |
| Date: | 14 December 2020 |
| Next review: | November 2022 |

Changes History:

| Version | Date | Amended by: | Substantive changes: | Purpose |
|---------|-----------|------------------------------------|---|-------------------------------------|
| 1.0 | 31.1.19 | Exec Head | New Document | First release |
| 1.1 | 28.1.20 | AH | Reviewed | Compliance |
| 1.2 | 30.10.20 | AH | Updated with guidance on EHCP assessments, applications and Early Annual Reviews. | Updated |
| 1.2 | 10.3.21 | SEN Manager The Emmbrook School | Adapted and Adopted for The Emmbrook School | Updated |
| 1.2 | 22.3.2021 | TBH | QA | Review |
| 1.2 | 27.4.2021 | Local Advisory Board | No further changes | Approved by the Emmbrook School LAB |

1. Purpose of the Policy

- 1.1. This policy sets out how The Circle Trust provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education, which is inclusive and responsive to their individual needs. It describes the graduated response cycle to providing support, which will enable all children and young people to succeed and have high aspirations.

2. Introduction

- 2.1. The Circle Trust follows the DfE's Special Educational Need and Disability (SEND) Code of Practice: 0 – 25 [here](#). This Policy complies with the following legislation: The Children's and Family Act 2014 [here](#) which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014 [here](#) which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report. Finally, this policy also complies with The Circle Trust's Funding Agreement and Articles of Association.
- 2.2. All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
- 2.3. 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 them. The Code of Practice has the following definitions which states a child of compulsory school age or a young person has a learning difficulty or disability if they:
 - 2.4. Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 2.4.1. Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
 - 2.4.2. The code describes special educational provision as additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers
 - 2.5. Although the needs of children and young people may cross more than one 'area of need', the Code of Practice uses four main categories of need:
 - 2.5.1. Communication and Interaction
 - 2.5.2. Cognition and learning
 - 2.5.3. Social, emotional and mental health difficulties

2.5.4. Sensory and/or physical needs

2.6. A key value held by The Circle Trust is that of inclusion and as such we ensure that all children and young people, but particularly those with SEND are fully included in the activities available, accepting that sometimes this will mean reasonable arrangements need to be made to allow them to take part in activities

3. The Aims and Objectives of Special Educational Needs and Disability (SEND)

3.1. The Trust's overall approach to SEND is to be:

3.1.1. Clear about our arrangements for supporting children and young people with special educational needs and or disabilities

3.1.2. Inclusive which is a core value of The Circle Trust

4. The management of Special Educational Needs and Disability

4.1. **The Trustees have a fundamental role to:**

4.1.1. Ensure this SEND policy is compliant with legislation

4.1.2. Review this policy annually to approve changes or improvements

4.1.3. Be clear that a school's annual SEN Information Report must be approved by the Local Advisory board as set out in paragraph 6.79 of the SEND Code of Practice

4.1.4. Ensure information relating to special educational needs should be easily accessible and is set out in clear, straightforward language

4.1.5. Appoint a Trustee with specific oversight for SEND

4.1.6. The Trustee with specific oversight for SEND will help to raise awareness of SEND issues at Trustee meetings and monitor the quality and effectiveness of SEN and disability provision across schools. They will work with The Executive Headteacher and Local Advisors with specific oversight for SEND to determine the strategic development of the SEND provision in the schools

4.2. **The Executive Headteacher will:**

4.2.1. Implement this policy

4.2.2. Operationally lead, monitor and review all matters relating to SEND

4.2.3. Review how expertise and resources used to address SEND can build on the quality of Trust-wide provision as part of Trust improvement

4.3. **The Local Advisors have a fundamental role to:**

- 4.3.1. Adopt and where appropriate adapt this model policy to the specific circumstance of their own school. Specifically sections 5.7, 6.6, 8.2, 8.4, 8.6, 9.2, 10.2, 12.2
- 4.3.2. Annually approve their school's annual SEN Information Report
- 4.3.3. Publish information on the school website about the implementation of the Local Advisors policy for pupils with SEND, including the SEN Information Report and Accessibility Plan and how a parent/care with a child with SEND can make a complaint
- 4.3.4. Appoint a Local Advisor with specific oversight for SEND
- 4.3.5. The Local Advisor with specific oversight for SEND will help to raise awareness of SEND issues at Local Advisor meetings and monitor the quality and effectiveness of SEN and disability provision within their school. They will work with the Headteacher and SENCO to determine the strategic development of the SEND provision in their school
- 4.4. **A Headteacher with the oversight of Local Advisors will:**
 - 4.4.1. Have primary responsibility for managing SEND provision
 - 4.4.2. Identify pupils with SEND, ensure parents/carers are informed and provision is made in line with SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
 - 4.4.3. Publish the annual SEN Information Report and the schools Local Offer which must be reviewed annually
 - 4.4.4. Publish the school's Local Offer (in conjunction with parents/carers, pupils and the Local Authority) which must be reviewed annually.
 - 4.4.5. Publish arrangements for the admission of disabled children (The Accessibility Plan), the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
 - 4.4.6. Make available information on SEND funding and provision and monitor expenditure
 - 4.4.7. Appoint a Special Educational Needs Coordinator (SENCO) who is suitably qualified or make arrangements for the SENCO to undertake training to become suitably qualified
 - 4.4.8. Maintain a current record of number of pupils with SEND
 - 4.4.9. Ensure SEND provision is integrated into the school improvement plan
 - 4.4.10. Monitor progress of SEND pupils and ensure provisions specified in EHCPs and SEN Support plans are in place

- 4.4.11. Keep under constant review the arrangements for pupils present and future with a disability

4.5. The Special Educational Needs Coordinator (SENCO) will:

- 4.5.1. Have day-to-day responsibility for the operation of this Policy and the co-ordination of specific provision made to support individual pupils with SEND in their school, including those who have EHC plans
- 4.5.2. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- 4.5.3. Advise on the graduated approach to providing SEND support
- 4.5.4. Be the point of contact for external agencies, especially Local Authorities and other professionals
- 4.5.5. Liaise with potential next providers of education to ensure children, young people and their parents are informed about options and transition plans
- 4.5.6. Work with the Headteacher and Local Advisory Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 4.5.7. Ensure the school keeps the records of all pupils with SEND are accurate and up to date
- 4.5.8. Has or is working towards SENCO qualifications within three years of appointment unless appointed before 2009

4.6. Teachers will:

- 4.6.1. Be responsible for the progress and development of every pupil in their class
- 4.6.2. Work in collaboration with teaching assistants and/or other specialist staff to plan and assess the impact of support and interventions
- 4.6.3. Seek advice and act on the SENCO's guidance

5. Identification of children and young people with special educational needs

- 5.1. Every school is required to identify and address the special educational needs of the pupils that they support.
- 5.2. All schools in The Circle Trust will be clear about the arrangements for identifying children or young people with Special Educational needs.

- 5.3. The identification of special educational needs is built into the overall approach to monitoring the progress and development of children and young people.
- 5.4. Children and young people with Special Education Needs may demonstrate progress that:
- 5.4.1. Is significantly slower than that of their peers starting from the same baseline
 - 5.4.2. Fails to match or better the child's previous rate of progress
 - 5.4.3. Fails to close the attainment gap between the child and their peers
 - 5.4.4. Widens the attainment gap
- 5.5. Slow progress and low attainment will not automatically mean a child or young person is identified as having a special educational need.
- 5.6. Identifying and assessing children or young people whose first language is not English requires particular care. It is important to establish whether lack of progress is due to limitation in the command of English or arises from SEN. Difficulties related solely to limitation in English are not a SEN.
- 5.7. At The Emmbrook School we will assess each pupil's current skills and levels of attainment on entry through:
- 5.7.1. Year 6 to 7 Transition through information provided by Primary Schools and parents
 - 5.7.2. On entry, every parent is asked to complete forms to ensure we know about any SEND that has been previously identified
 - 5.7.3. We provide all teachers with an overview of future Year 7 students in the summer term to enable forward planning for those with SEND
 - 5.7.4. Year 7 entry assessments are used to identify areas of difficulty. If appropriate further assessment is conducted to investigate the results of initial screening
 - 5.7.5. Where our assessment has identified that a student is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:
 - 5.7.5.1. the class teacher carries out a clear analysis of the student's needs, supported by the School's SENCO;
 - 5.7.5.2. the analysis of needs includes data on progress, attainment and approaches to learning and the views of the student and their parent/s or carer/s, and advice from any other support professionals;

- 5.7.5.3. where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences;
- 5.7.5.4. we plan for provision which can remove the barriers to learning for the student using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions;
- 5.7.5.5. we provide support which may include scaffolding, differentiation, intervention programmes, offsite external provision, small group and/or individual support;
- 5.7.5.6. the class teacher retains the responsibility for the learning of the student even if the student is receiving support away from the rest of the class, for example, in a small group;
- 5.7.5.7. we review the student's progress and development and decide on any changes to be made in consultation with the student and their parent/carer;
- 5.7.5.8. where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved to address concerns and coordinate next steps;
- 5.7.5.9. where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly School planning meetings;
- 5.7.5.10. we draw up a Pupil Action Plan (PAP) which is shared with all staff and available on school system and SIMS.

6. Provision of special educational needs support

- 6.1. Schools have the responsibility to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning.
- 6.2. This is delivered via a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them. This is known as the 'graduated response'.
- 6.3. The Circle Trust will use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young peoples' SEN, this includes:
 - 6.3.1. Ensuring that children and young people with SEN engage in the activities of a school alongside pupils who do not have SEN
 - 6.3.2. Designating a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator (SENCO)

6.3.3. Informing parents and carers when they are making special educational provision for their child

6.4. When deciding whether special educational provision is required, the following will be considered:

6.4.1. What are desired outcomes, including the expected progress and attainment

6.4.2. The views and the wishes of the child or young person

6.4.3. The views and wishes of parents

6.5. Provision maps are an efficient way of showing all the provision the school makes which is additional to and different from that which is offered through the curriculum. Provision maps may:

6.5.1. Match provision against the assessed needs of a pupil

6.5.2. Evaluate the impact of the provision

6.6. At The Emmbrook School the graduated response (cycle of assess, plan, do, review) means:

6.6.1. The class teacher providing quality first teaching, differentiated to meet the learning needs of all pupils

6.6.2. The class teacher identifying concerns and seeking guidance from the SENCO

6.6.3. Analysis of need(s) including review of progress, attainment and approaches to learning and the views of the pupil and their parent/carers e.g. the construction of a Pupil Action Plan

6.6.4. Individualising provision with the intention to remove any barriers to learning e.g. using evidence based approaches

6.6.5. Differentiating the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc

6.6.6. Differentiating our teaching, using Pupil Action Plans for guidance, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

6.6.7. Adapting of our resources e.g. using recommended aids, such as coloured overlays, visual timetables, larger font, using subtitles, etc

6.6.8. Development of staff expertise e.g. Continuous Professional Development opportunities relating to SEN. Please refer to The Circle Trust Staff Performance Management Policy [here](#)

- 6.6.9. Identification and provision of access arrangements for students undertaking examinations, where persistent and significant need has been evidenced and it is the student's normal way of working
- 6.6.10. Where behaviour is an area of concern it could signal unmet needs, but does not necessarily mean that the pupil has a special educational need. Where behaviour is seen as concern a specific behaviour support plan is developed which draws on an analysis of antecedents and types of demonstrated behaviour.
- 6.6.11. Regular review of progress and development determines any changes to the graduated support. This includes:
- Teacher assessment and experience of the pupil
 - Pupil progress, attainment and behaviour
 - SENCO assessment and view, where relevant
 - Pupil's development in comparison to their peers and national data
- 6.6.12. Where progress is limited, advice is sought from external specialists /practitioners.
- 6.6.13. Referrals are made when assessment indicates that specialist services are required
- 6.6.14. Evaluation of provision: Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and progress tracked to verify that the interventions are effective. Sometimes individual pupils respond more or less positively to different interventions and approaches. Where we try a different approach or intervention we will assess its efficacy by monitoring the outcomes achieved by the pupil and take into account the impact and cost of the intervention.

7. Referring to the Local Authority for special educational needs assessment

- 7.1. 'Referring a pupil to the local authority' means that the School believes that the child's barriers to learning cannot be overcome with the resources which are normally available to a school, in short that the student may have SEN and may require provision under a plan. Parents may also request assessment by the Local Authority.
- 7.2. This need(s) assessments may result in an Education Health and Care Plan (EHCP) or a SEN Support plan.
- 7.3. Schools may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Other specialists will be involved when a child or young person makes little or no progress or where they work at levels substantially below those expected of peers. Parents will be informed of the involvement of Specialists.
- 7.4. Specialist may include:

- 7.4.1. Educational Psychologists
- 7.4.2. Child and Adolescent Mental Health Services (CAMHS)
- 7.4.3. Specialist teachers e.g. those qualified for hearing or vision impairment
- 7.4.4. Therapists including speech and language, occupational and physiotherapists
- 7.5. Education, Health and Care plans are awarded for pupils:
 - 7.5.1. Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers
 - 7.5.2. Who have a significantly greater difficulty in learning than the majority of others of the same age.
- 7.6. Low attainment does not automatically indicate a need for an EHC needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.
- 7.7. To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer.
- 7.8. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations.
- 7.9. Wokingham's Local Offer can be accessed [here](#)
- 7.10. Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support: what Wokingham expects' can be reasonably provided by education settings from the funding available to them' can be found [here](#)
- 7.11. The Local Offer also provides details of how parents and children or young people can request an assessment for an EHC plan.

8. Involvement of Parents and Carers

- 8.1. Parents/carers are key partners in their children's education. Evidence shows that children and young people make most progress when their key adults work together.
- 8.2. At The Emmbrook School we seek to develop good communication by:

- 8.2.1. Discussing any concerns we have and sharing positives as well as celebrating achievements with the pupil's parents/carers
 - 8.2.2. Listening to what parents/carers say
 - 8.2.3. Sharing planned interventions and identifying any outcomes to be achieved with parents/carers and sharing updates about these at review points
 - 8.2.4. Meeting with parents/carers to review their child's interventions and progress
 - 8.2.5. Being transparent about the special educational need provision
 - 8.2.6. Making sure parents/carers know who to contact if they have any concerns
- 8.3. The SEND Code of Practice states: where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and/or the SENCO will share in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with clear plans for review.
- 8.4. At The Emmbrook School we provide information, assess and review pupils' progress in the following ways:
- 8.4.1. Daily via SIMS which is an online portal allows parents/carers to monitor attendance, behaviour concerns and rewards
 - 8.4.2. Termly via monitoring reports from each subject teacher, reports give specific information for pupils in each subject study. Each report shows: current level of achievement against end of key stage target grade, information about attitude to learning and quality of homework
 - 8.4.3. Each subject teacher will share any specific cause of concern if required
 - 8.4.4. The SENCO is available for face to face meetings at the annual parents' evenings by prior appointment and is available for individual requested meetings throughout the academic year
 - 8.4.5. Each year there is a formal annual review for pupils with EHCPs
 - 8.4.6. Finally, parents are welcome to seek additional feedback via the pupil's Head of Year or Tutor at any point during the academic year
- 8.5. Where children and young people are 'looked after' by the local authority, schools have an additional role as corporate parents/carers.
- 8.6. The Emmbrook School in the role of corporate parent/carer will:
- 8.6.1. Not make assumptions based on a pupil's care status

- 8.6.2. Monitor the progress of all looked after children termly
- 8.6.3. Establish an up to date Personal Education Plan (PEP) which is easily understood by everyone involved
- 8.6.4. Ensure close working with the specialist services who support looked after children including the CLA nurse, social worker, Virtual Headteacher. The Virtual Head, is a named person who is employed by the Local Authority to monitor the CLA (Children who are looked after) their main role is to be an advocate for the children in care's education
- 8.6.5. Normalise life experience wherever possible
- 8.6.6. Ensure our looked after children, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- 8.6.7. Name a Children Looked After (CLA) Champion and contact details – currently this is our Deputy Headteacher who is also our Designated Safeguarding and Inclusion Lead

9. The child and young person's voice

9.1. The Children and Families Act is clear that:

- 9.1.1. All children and young people need to be supported to develop aspirations for their future lives as active members of their community
- 9.1.2. All children and young people have the right to have their voice heard
- 9.1.3. Children and young people should be involved in discussions about their learning, progress and how provision is made

9.2. At The Emmbrook School we support pupils sharing their views by:

- 9.2.1. Encouraging and supporting pupils to help them make their views known. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing etc
- 9.2.2. Any interventions or strategies will be shared with and explained to pupils
- 9.2.3. All pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment
- 9.2.4. Reviews of progress are 'person centred' i.e. a pupil's aspirations and needs at the centre of the review and if needed are decoded into language understandable to the pupil
- 9.2.5. Social and emotional development is promoted via the Personal, Social, Health and Emotional programme

- 9.2.6. Pupils contribute to the annual review process through the EHCP documents and by attending the meeting

10. Responding to an EHCP Consultation

- 10.1. All consultation from any Local Authority must be responded to within 15 days.
- 10.2. For students who are transitioning to a school, the Local Authority must meet to the annual deadlines set out in the SEN code.
- 10.3. The school may consider requesting additional or up to date information from the Local Authority to be able to fully assess the student and their suitability for the school.
- 10.4. In responding to a Local Authority, if the student is unsuitable or would affect the education of other students, detailed written explanations should be included with the schools reply.

11. Early Annual Reviews

- 11.1. Early annual reviews are administered for the Local Authority by the school, but conducted at the school.
- 11.2. When calling an early annual review, the school should set a date and request the Local Authority attend.
- 11.3. To support the discussions at the early annual review, the school should seek new expert reports to show the changing educational situation for the student.
- 11.4. For students with moderate barriers to learning, the plan, do, assess, review cycle should be completed and the evidence presented to the early annual review. However in cases where the student is unable to access education or the curriculum and the plan, do, assess, review cycle is not possible, an early annual review can be called without this cycle being completed.
- 11.5. At the conclusion of the early annual review, the school with the Local Authority may recommend a new provision for the student.

12. Transition

- 12.1. Transition points in a child's or young person's education (movement through key stages or new educational institutions) are very important and need careful management and support
- 12.2. At The Emmbrook School this means:

- 12.2.1. Transition is a fixed item on our planning for pupils' provision. Holistically as we seek to develop the skills pupils will need in order to access the next part of their learning
- 12.2.2. In Year 9 , Year 11 and Year 13 we help to prepare all pupils for the next stage in their learning by providing an information evening for parents/carers, assemblies and option advice for pupils. As well as Year 10 careers provision and when appropriate, individual independent careers advice and guidance. Bespoke, personalised advice is given about future options for pupils with special educational needs and/or disabilities
- 12.2.3. Preparing for adulthood and the outcomes which will support independence and choice making, involves the graded development of skills
- 12.2.4. We will share information with the school, college, or other setting the pupil is moving to and will agree with parents and pupils which information will be shared as part of this

13. Disability

- 13.1. Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '...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'.
- 13.2. In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments.
- 13.3. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.
- 13.4. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an Education, Health and Care Plan (EHCP). Some of these children and young people with long term health conditions should have a Health Plan which addresses their safety, health and wellbeing whilst in the early years, school or college setting. The Circle Trust follows the DfE guidance "Supporting pupils at school with medical conditions" [here](#) as set out in The Circle Trust's Health and Safety Policy [here](#)

14. Accessibility

14.1. Every school will publish their arrangements for the admission of disabled children known as an Accessibility Plan. This includes, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

14.2. The Emmbrook School's Accessibility Plan can be found [here](#).

15. The SENCO

The legislation requires that:

15.1. The SENCO must be a qualified teacher working at the school.

15.2. Any newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment

15.3. The National Award must be a postgraduate course accredited by a recognised higher education provider

15.4. At The Emmbrook School details of our SENCO and other key roles can be found on our website

16. Annual SEN Information Report

16.1. Schools are required to annually produce a SEN Information Report which contains information on the implementation of this policy

16.2. In addition to the policy, the report must include:

16.2.1. The SEN Support that the school is able to provided:

16.2.2. Contact details of the SENCO and other key roles for when children or young people or parents have concerns

16.2.3. The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

16.2.4. How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

16.2.5. The school's contribution to the Local Authorities Local Offer

17. Complaints

17.1. We know that all parents or carers want the best for their child and we will always seek to resolve any concerns quickly. Where parents or carers have a concern about the provision being made initially, they should contact the SENCO. The Circle Trust's Complaints Policy can be found [here](#)

Acronyms for Special Educational Needs

AA: Access Arrangements

ABA: Applied Behavioural Analysis

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

AR: Annual Review

ASC: Autism Spectrum Condition

ASD: Autism Spectrum Disorder

ASSIST: Autism Spectrum Service for Information, Support and Training

C: Cause for Concern

CAMHS: Child and Adolescent Mental Health Services

CCG: Clinical Commissioning Groups

CTOPP: Comprehensive Test of Phonological Processing

DASH: Detailed Assessment of the Speed of Handwriting

DSA: Disabled Student's Allowance

EHC: Education, Health & Care

EHCP: Education, Health & Care Plan

FAS(D): Foetal Alcohol Syndrome (Disorder)

GDD: Global Developmental Delay

GORT: Gray Oral Reading Test

HI: Hearing Impairment

HLTA: Higher Level Teaching Assistant

K: SEN Support Plan

LSA: Learning Support Assistant

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OCD: Obsessive Compulsive Disorder

ODD: Oppositional Defiance Disorder
OT: Occupational Therapy/Therapist
PD: Physical Disability
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
SALT/SLT: Speech & Language Therapy/Therapist
SEMH: Social, Emotional and Mental Health
SEN: Special Educational Needs
SEND Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SENDIASS: Special Educational Needs and Disabilities Information, Advice and Support Service
SLCN: Speech, Language & Communication Needs
SLD: Severe Learning Difficulties
SpLD: Specific Learning Difficulties
TA: Teaching Assistant
WRAT: Wide Range Attainment Test
WRIT: Wide Range Intelligence Test
WTT: Working Together Team (outreach)
VI: Visual Impairment