

# Special Educational Needs and Disabilities Policy

CROSSHALL JUNIOR SCHOOL

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## INTRODUCTION

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have special educational needs.

## DEFINING SPECIAL EDUCATIONAL NEEDS

Crosshall Junior School complies with the **Special Educational Needs and Disability Code of Practice** 0 to 25 years, published in January 2015, which refers to the following legislation:

- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2014
- The Children and Families Act 2014 (Transitional and Savings Provisions) (No 2) Order

2014 The **Special Educational Needs and Disability Code of Practice** states:

“ 6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, school should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

6.17 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or

subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

**6.20** Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or

young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

**6.21** Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe.

**6.22** Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN."



## **PRINCIPLES**

### **Crosshall Junior School's Vision**

"To build strong foundations of excellence through quality and aspiration in all we do for our children, so they may live harmoniously together and enjoy success and fulfilment throughout their lives."

### **At Crosshall Junior School we believe that:**

- ◆ All teachers are teachers of children with Special Educational Needs
- ◆ Children with Special Educational Needs deserve an enhanced level of resourcing to meet their needs
- ◆ All children can learn and make progress, if only in very small steps
- ◆ All children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary.

The governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils whether they have special education needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community – pupils, parents, staff and governors - has a positive and active part to play in achieving this aim:

- Pupils** by having their wishes about their own needs regularly sought and carefully considered, by being involved in the planning of their own education and by all pupils treating their peers with respect.
- Parents** through consultation and by working in partnership with the school to help meet their child's needs.
- Staff** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator, pupil, parents and other agencies and by participating in appropriate training.
- Governors** by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

#### **WE ADOPT THE FOLLOWING STATEMENT OF PRINCIPLES:**

(These are not in order of priority.)

- ◆ Entitlement to a broad, balanced, relevant and differentiated education is a right for all.
- ◆ Neither age, gender, race, creed nor exceptional needs should constrain individual entitlement.
- ◆ Trained and qualified personnel are essential for the delivery of quality education.
- ◆ Independence, self-advocacy, a respect for others and the development of self-esteem are an integral part of the curriculum.

- ◆ Thoughtful assessment and testing should be used to the benefit of the learner and to inform planning.
- ◆ Learning is most effective when it takes place in a sensitive and secure environment. Equality of opportunity must be integral to the planning of educational provision.
- ◆ **M**aximum participation by parents and carers must be secured to achieve partnership in education.
- ◆ Educators should utilise teaching strategies which are responsive to different learning styles and which ensure effective learning.
- ◆ **N**otable achievements are made by all learners and these should be recognised and recorded.
- ◆ **T**otal commitment to the principles of educational entitlement must be the responsibility of all staff.

## **OBJECTIVES**

The objectives of this policy are to:

- ◆ outline the roles and responsibilities of all those involved in providing for children with special educational needs and disabilities;
- ◆ present details of the school's provision for children with special educational needs and disabilities;
- ◆ provide information regarding the identification and assessment of children with special educational needs and disabilities;
- ◆ identify the records which must be kept for children with special educational needs and disabilities;
- ◆ outline the involvement of outside agencies in assessing and providing for children with special educational needs and disabilities.

## **AIMS OF SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) PROVISION**

- ◆ to recognise the right of children with special educational needs and disabilities to be educated within the mainstream school/setting;
- ◆ to identify and meet the needs of all children as soon as possible;
- ◆ to promote the inclusion of all children within all aspects of school life;
- ◆ to raise the achievement of all children;
- ◆ to provide carefully planned and appropriately resourced learning opportunities which will be available to all our children with special needs and disabilities;
- ◆ to respond with sensitivity to parents;
- ◆ to work in partnership and develop effective communication with parents;
- ◆ to have short term and long term aims to meet the needs of the individual child;

- ◆ to involve children with special needs and disabilities in the planning of their education.

## **ROLES AND RESPONSIBILITIES**

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR	Mrs Sarah Clee
SPECIAL EDUCATIONAL NEEDS GOVERNOR	Mrs Catherine Harty
SPECIAL EDUCATIONAL NEEDS GOVERNOR	Mrs Pauline Maskell

### **The Class Teacher (CT)**

- ◆ identifies that a pupil has special educational needs;
- ◆ plans what each pupil should learn;
- ◆ teaches pupils at all response levels;
- ◆ supervises teaching assistants (TA), who are involved in the teaching and learning of their pupils;
- ◆ monitors and reviews the child's progress;
- ◆ is involved in the setting and monitoring of Provision Maps and Individual Action Plans;
- ◆ meets with parents in order to discuss Individual Action Plans and to sign to confirm parental involvement;
- ◆ ensures that Provision Maps and Individual Action Plans and all other information for all children are transferred to the new class teacher, together with standardised test results and internal school transfer forms at the end of each academic year;
- ◆ is responsible for communication with previous or receiving schools, in the case where a child moves school, through the Head Teacher.

### **The Special Educational Needs and Disabilities Co-ordinator (SENCO)**

- ◆ oversees the implementation of the school's Special Needs and Disabilities Policy;
- ◆ monitors the deployment of Teaching Assistants, to ensure that the human resources available are fully utilised, effective and efficient;
- ◆ advises teachers on how pupils might meet planned learning objectives, identified by the Provision Maps and Individual Action Plans;
- ◆ co-ordinates provision for pupils with special needs through the day to day operation of the school Special Needs and Disabilities Policy, advises class teachers and curriculum leaders, (co-ordinating provision);
- ◆ maintains the school's Special Needs Register and oversees the records kept by class teachers on all pupils with special educational needs;
- ◆ is responsible for ensuring that all relevant SEND records for individual pupils are transferred to the new school. This includes both Year 6 children and younger children, changing schools for other reasons – e.g. house move. The SENCO will need to liaise with the Head Teacher, who has overall responsibility for transfer of records.
- ◆ works in partnership with the parents and class teachers of children with special

educational needs and disabilities;

- ◆ contributes to the training of staff and governors;
- ◆ works in partnership with the Head Teacher, Assistant Head Teacher and external agencies, including the Educational Psychology Service, Specialist Teaching Service, Behaviour Support Service, Student Assessment Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, CREDS, Visual Impairment Service, and the medical and social services and voluntary organisations.

### **The Head Teacher**

- ◆ has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Head Teacher in the first instance.

### **"Responsible person" (Head Teacher, Chair of Governors, or named governor)**

- ◆ is informed by the LA when they conclude that a pupil at the school has special educational needs, and the person responsible for ensuring that all the appropriate people know about that pupil's needs.

## **ADMISSIONS POLICY**

Within the school's Admissions Policy, the aim is to meet the needs of the child of any parent who wishes to register for the school. In the case of pupils with an EHC plan (previously called a statement of special educational needs), the SENCO will work closely with the Head Teacher in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has special educational needs. In the event that there is a waiting list for allocation of places to the Junior School the Admissions Policy has an admission criteria. Priority is given to those children with a Statement of Special Educational Need.

## **SPECIAL FACILITIES**

### **Crosshall Junior School is committed to its provision for physically disabled pupils.**

- ◆ ramps have been fitted to accommodate wheelchair access to the premises;
- ◆ a hygiene room with facilities for the disabled;
- ◆ range of ICT software to support and enable children with SEND to access the curriculum;
- ◆ a withdrawal area for children who need access to this;
- ◆ a Sensory Room with calming and stimulating resources to support children with sensory needs;
- ◆ the school has an Accessibility plan which it uses to anticipate and plan for changes to cater for children with SEND;

- ◆ the school has a clearly defined Behaviour Policy which involves working in partnership with parents;
- ◆ the 'Exceptionally Able' are identified through a variety of ways including -analysis of test results and Teacher Assessment but will not be defined as having special educational needs because they are exceptionally able. See the school Gifted and Talented Policy for more details.
- ◆ Our aim is to provide an appropriately differentiated education in all areas.

## **Identification, Assessment, Provision, Monitoring and Review Arrangements For Children With Special Educational Needs and Disabilities**

### **Resources**

The school is committed to the funding of appropriate resources as required.

**The Governors**, through the Resources sub-committee, will ensure that spending is sensible and appropriate to the needs of the children in the school.

**The Head Teacher and The Special Educational Needs Co-ordinator** will continue to monitor the spending for Special Educational Needs and Disabilities. They will ensure that financial planning and the School Development Plan takes account of the needs of children within the scope of the resources available and attempts to meet the requirement of SEND provision.

**The Governors** require the Head Teacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

**The Special Educational Needs Co-ordinator** will assist in the provision of training for teaching and non-teaching staff. In particular the Special Needs Co-ordinator (SENCO) will form links with the LEA and other schools to devise and share training opportunities.

The governors, where appropriate, will give priority to training on special educational needs

and disabilities responsibilities, assessment and provision when drawing up their own plans for governor training.

### **IDENTIFICATION OF CHILDREN'S NEEDS**

## **The Graduated Approach**

The Graduated Response to SEND follows a child and family centred approach that endeavours to keep all parties involved and informed at every stage. Children may move up or down within the response stages in line with their developing needs. The Graduated Response is implemented according to the Assess, Plan, Do, Review cycle.

### **Level 1**

Level 1 is a range of resources and strategies such as:

- visual timetable;
- sand timer;
- sensory aids;
- access to ICT equipment;
- maths or spelling resources.

These resources can be provided to support a child, within the class, by the class teacher, without requiring additional adult support or the need to follow an intervention programme. Children receiving Level 1 support are recorded on the class provision map and this is discussed with parents. Class Provision maps are regularly evaluated, updated throughout the school year and reviewed with the SENCO twice yearly. However, pupils at Level 1 are not entered onto the school's SEND register.

### **Level 2**

Level 2 is a wide range of intervention programmes designed to target specific areas of weakness and include:

- reading support;
- maths programmes;
- writing programmes;
- handwriting programmes;
- spelling programmes;
- sensory circuits;
- social skills programmes;
- social stories;
- emotional support;
- assertiveness programmes.

Many of these interventions take place within the school day, some within the whole class lesson and some alongside. Some interventions may run before or after school. Children receiving Level 2 support are recorded on the class provision map and this is discussed with parents. Class Provision maps are regularly evaluated, updated throughout the school year and reviewed with the SENCO twice yearly. However, pupils at Level 2 are not entered onto the school's SEND register.

### **Level 3**

If a pupil has received Level 2 intervention support but the evaluation indicates that further assessment of the child's needs is indicated, then they move to the Level 3 stage in the Graduated Approach. At Level 3 the class teacher and SENCO will draft

an Individual Action Plan to share with the pupil and parents. This will include:

- a description of the child's difficulties;
- the long term aim;
- details of the Level 1 and 2 interventions provided for the child;
- a list of the assessments to be carried out with a time frame;
- details of the external agencies that advice will be sought from.

The action that has been decided upon will then be carried out and evaluated. The next steps will then be agreed by the pupil, parents, class teacher and SENCO. Action plans are regularly revisited and are reviewed by the class teacher and SENCO twice yearly. Pupils receiving Level 3 support are entered onto the school's SEND register.

## **THE EHA FORM**

The Early Help Assessment form (EHA) is an application form that is completed in order to access support from some of the external agencies that may be involved in the assessment of a child's needs. It can be completed by external experts but is usually completed by the parents and the SENCO with input from the class teacher and pupil. An EHA form may be completed for some pupils at Level 3 in the Graduated Approach.

## **EHC PLANS**

The Education and Health Care Plan (EHC plan) replaces the Statement of Special Needs. Pupils whose needs reach the statutory assessment criteria and would benefit from an EHC plan will be assessed under the new system:

- the views of the pupil and parents will be sought;
- a full assessment of the child's needs will be carried out by the school;
- a full assessment of the child's needs will be carried out by the appropriate external agencies and professionals;
- reports will be written and gathered by all involved;
- the SENCO will complete an EHC plan application;
- the application will be submitted to Cambridgeshire Statutory Assessment and Resources Team (START);
- START will decide whether or not to proceed with the application.

An Annual Review meeting will be held for all pupils with an EHC plan. At this meeting, the pupil, parents, class teacher, SENCO and any external professional directly involved will discuss the child's progress and agree targets and actions for the next academic year.

## **PUPIL RECORDS**

All Class Provision Maps, Individual Action Plans, EHA forms, EHC plans and reports from external agencies and professionals are held in the SEND file. Class teachers and Year

Group teams have the relevant Class Provision Maps, Individual Action Plans and EHC plans to inform teaching. Parents are also provided with copies.

## **ACCESS TO THE CURRICULUM**

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class teacher, drawing on the advice of senior colleagues, SENCO and other professionals as appropriate. It is always the responsibility of the class teacher to assess the child's attainment and progress.

Schemes of work will take account of the need for teachers to plan individual programmes of appropriate content and pace, using a variety of teaching methods and materials. All those who teach a pupil with special educational needs and disabilities will be informed of their needs by the SENCO. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the SENCO and class teacher will work together to ensure that all who are likely to come into contact with the pupil are appropriately informed.

## **INTEGRATION**

In line with DfE guidelines the school strongly promotes the integration of all children with special educational needs and disabilities. Where children with an EHC plan receive the support of a teaching assistant, this is delivered within the child's class environment. On the rare occasions when children are withdrawn this is wherever possible to a nearby area still within the child's unit.

The school makes every effort to provide the facilities that are necessary to enable all children to be integrated into the normal life of the school.

Where a child does not have an EHC plan or a Statement of Special Needs, they may be supported within the class by a teaching assistant. The class teacher should ensure that the necessary differentiation of work occurs to enable every child to participate fully in all areas of the curriculum.

## **EVALUATING SUCCESS**

The governors will evaluate success, by enquiring how effectively pupils with special educational needs and disabilities participate in the whole curriculum and all activities, and whether adequate progress is achieved.

In particular, the governors will come to judgements about:

- ◆ the early identification of a child's Special Educational Needs;
- ◆ the views of parents and staff on the success of parent

partnerships;

- ◆ the effectiveness of the graduated response in meeting needs;
- ◆ how well pupils with special educational needs and disabilities take part in the whole curriculum of the school;

- ◆ how the school creates opportunities for children with special educational needs and disabilities to become independent pupils;
- ◆ how pupils with special educational needs and disabilities take responsibility about the school;
- ◆ how resources have been allocated to and between pupils with special educational needs and disabilities;
- ◆ how well children with special educational needs and disabilities have an active input in their own learning;
- ◆ whether intervention programmes for each child are reviewed regularly;
- ◆ details of how many EHC plan applications have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

The governors' observations on the above matters will form the basis (together with the legally required financial information) of the special educational needs and disabilities section of the annual report to parents.

## **COMPLAINTS**

If a parent should have a complaint about the special educational needs and disabilities provision for their child, or about special educational needs and disabilities provision generally, they should speak to the Head Teacher or to any member of the governing body. If they speak to a governor, he/she will, in the first instance, refer the matter to the Head Teacher, who will investigate and then contact the parent concerned *within 5 days*. If the Head Teacher has not been able to resolve the matter to the parent's satisfaction, it will be referred to the Special Needs Governor/Special Needs sub-committee of the governing body, who will consider the complaint at their next meeting and contact the parent *within five school days from the date of the meeting*.

## **STAFFING AND PARTNERSHIP WITH PARENTS AND EXTERNAL BODIES**

### **IN-SERVICE TRAINING FOR STAFF AND GOVERNORS**

The school is committed to the funding of appropriate in-service training for teaching staff, Special Needs Co-ordinator (SENCO), teaching assistants and governors. In drawing up the staff development and training programmes, the Head Teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors and will include details of training for class and subject teachers, the Special Educational Needs Co-ordinator, teaching assistants and other ancillary staff.

### **SCHOOL/PARENT PARTNERSHIPS**

**Crosshall Junior School values working in partnership with all parents. The link between home and school needs to be strong if optimum learning is to ensue.**

- ◆ We follow a child and family centred approach to special educational needs and disabilities.
- ◆ Parents are given the opportunity during the year to come into school to discuss the assessments and achievements of their children.
- ◆ We encourage and welcome parents' involvement with the school. Their involvement at school is sought and their presence valued.
- ◆ No decision will be made about assessment or provision without seeking the views of the pupil and their parents/ carers.
- ◆ Communications involving decisions will be recorded, where appropriate. Conversations and telephone calls will be noted, dated and initialled by teacher and parent, and all letters will have a section to be signed and returned.
- ◆ We will try to get to know the parents of pupils with special educational needs and disabilities and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home and in school.
- ◆ Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be achieved separately.
- ◆ Parents are encouraged to alert the school with concerns about their child, if they arise
- ◆ The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil.

## **LIAISON BETWEEN SCHOOLS**

The SENCO will work closely with the SENCO of the feeder Infant School and during transition arrangements of Year Six pupils with SENCOs of Secondary Schools.

Similarly, if a child on the Special Needs Register moves to or from another area, the class teacher will ensure that communication is established with the previous or receiving school to ensure ease of transition and that the needs of the child are understood and communicated.

## **LIAISON WITH HEALTH SERVICES AND OTHER ORGANISATIONS**

The SENCO will work closely with Health Professionals and Other Agencies (Social Services, Educational Welfare Officers) to ensure the needs of the child are understood and communicated.

## **SUMMARY**



- At Crosshall Junior School we are determined to meet the educational needs of all our pupils.
- The school caters for the needs of all pupils with special educational needs and

disabilities, with and without an EHC plan.

- All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils.
- The school has adopted the graduated response for special educational needs assessment and provision.
- The Special Educational Needs Co-ordinator is responsible for overseeing assessment and provision.
- Pupils with special educational needs are encouraged to become increasingly independent and take responsibility within the school. They are encouraged to participate in decisions about their own learning.
- A copy of the Special Educational Needs Policy is available on request.
- At the time of writing this policy, the name of the primary Special Educational Needs Co-ordinator is **Mrs Sarah Clee**.
- The name of the primary Special Educational Needs Governor is **Mrs Catherine Harty**.
- If parents have any complaint about the special educational provision for their child, or about special educational needs provision generally, they should speak to the Head Teacher, or to any member of the governing body. If they speak to a governor, he/she will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and then endeavour to contact the parent *within five school days*. If he/she has not resolved the matter to the parent's satisfaction, it will be referred to the Special Needs Governor/Special Needs sub-committee of the governing body, who will consider the complaint at their next meeting and endeavour to contact the parent *within five school days from the date of the meeting*.

## GLOSSARY OF TERMS

SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
CT	Class Teacher
TA	Teaching Assistant
EHA	Early Help Assessment form
EHC plan	Education and Health Care Plan replacing the Statement of Special
Needs START	Statutory Assessment and Resources Team
DfE	Department for Education
LA	Local Authority



