



## SEN/D LOCAL OFFER

Approved: June 2017  
Review Date: June 2019

Southway Junior School is a mainstream Junior School. Children from The Gattons Infant School usually come to Southway	
Type of School	Mainstream
Mainstream	Admissions made via Local Authority Admissions Panel.

Southway Junior School's Local Offer and SEN Policy for Children with Special Educational Needs and / or Disabilities written in accordance with the SEN Code of Practice 2014 and Equality Act 2010.

All West Sussex maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

### Fundamental Principles of our Special Educational Needs Policy

1. A child with special educational needs should have their needs met.
2. The views of the child are sought and taken into account when identifying their needs, as well as when assessing and monitoring targets set.
3. The vital role of co-production between parents and school staff to ensure that their child's education is acknowledged, and their knowledge views and experience are used, continuing the home/school partnership started at The Gattons Infant school.
4. Children with special educational needs will be offered a broad, balanced and relevant curriculum, including the foundation stage and national curriculum, wherever possible.



## A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL :

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class/subject teacher</p> <p>(s/he is recommended as the first point of contact if you have any concerns).</p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENCO as necessary.</li> <li>Writing Individual Learning Plans (ILP) with the support of the SENCo, sharing, reviewing and setting new targets with parents twice a year.</li> <li>Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><i>Contacted by: making an appointment through the school office by telephoning or emailing.</i></p>



School Based Information	People	Summary of Responsibilities
	Special Educational Needs Co-Ordinator (SENCO)	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>○ involved in supporting your child's learning</li> <li>○ kept informed about the support your child is receiving</li> <li>○ involved in reviewing how they are progressing</li> <li>○ fully involved planning ahead for them.</li> <li>○ liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.</li> </ul> </li> <li>• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.</li> <li>• Supporting your child's class teacher to write Individual Learning Plans (ILP) that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>Contacted by asking the school office or class teacher to arrange for them to contact you or by telephoning or emailing the school to make an appointment.</i></p>



School Based Information	People	Summary of Responsibilities
	Teaching Assistants (TA) may be allocated to some pupils with SEN and/or disabilities	<p>A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENCO are fully involved in any support offered and make the decisions, in conjunction with parents, on the type of support and activities.</p> <p>A child may receive support from a number of adults and a conversation with the class teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. For children with an exceptionally high level of need this is sometimes done through a daily home/school communication book, which gives information on your child's emotional well-being and preparedness for learning.</p>
	Headteacher	<p><b>He is responsible for :</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>Contacted by a personal request via the school office, in the playground or telephoning or emailing the school for an appointment.</p>
	SEND Governor	<p><b>He is responsible for :</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school</li> </ul>



		<p>who has SEN and/or disabilities.</p> <ul style="list-style-type: none"> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his potential in school.</li> <li>• Contacted by writing to the SEN Governor via the school office.</li> </ul>
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## **B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASC Social Communication Team or the Inclusion Team (learning/behaviour) and the Educational Psychologist.
- Staff who visit from outside agencies such as the School Nurse, Speech and Language therapy (SALT) Service and Occupational Therapy Service.

<b>What are the different types of support available for children with SEN and / or disabilities in this school?</b>		
Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	All children in school receive this.
Specific small group work. This group may be <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Run by a teacher or (most often) a Teaching Assistant who has received training to run these groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to close the gap between your child and their peers.</li> <li>• S/he will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Teaching Assistant/ teacher will run these small group sessions using the teacher's plans, or a recommended programme.</li> </ul>	Any child who has specific gaps in their understanding of a subject / area of learning.



<p>Specialist groups are run by using advice and resources provided by outside agencies eg Speech and Language Therapy or Occupational Therapy groups AND / OR individual support for your child of 20 hours and below in school.</p> <p>If your child has been identified by the class teacher / SENCO as needing some extra specialist support in school from a professional outside the school. This support may be provided from :</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the ASC Social Communication and Inclusion Team (learning/behaviour).</li> <li>Outside agencies such as the school nurse, and Language Therapy (SALT) Service, Occupational Therapy Service.</li> </ul>	<ul style="list-style-type: none"> <li>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>Support to set targets which will include their specific professional expertise</li> <li>Your child's involvement in a group run by school staff under the guidance of the outside professional eg a social skills group or specific exercise group</li> <li>A group or individual work with outside professional</li> </ul> </li> <li>The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good / outstanding teaching and intervention groups.</p>
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<p>Specified individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.</p> <p>Usually if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from :</p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the West Sussex Grid for Learning website : <a href="http://www.wsgfl.org.uk">www.wsgfl.org.uk</a></li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.</li> <li>• After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	<p>Children whose learning needs are :</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 20 hours of support in school (Wave 3 Support)</li> </ul>
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<p>Local Authority central services such as the ASC Social Communication Team, Inclusion Team (learning/behaviour) or the Educational Psychologist.</p> <ul style="list-style-type: none"> <li>• Outside agencies such as school nurse, the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and / or CAMHS</li> </ul>		
<p><b>How will we support your child with identified special needs starting at our school?</b></p>		
<ul style="list-style-type: none"> <li>• If your child has been allocated a place via the local authority and they have a special educational need and / or disability , please contact us as soon as you receive the offer as we may not have details of their needs at this stage. However if your child is new to the school and they are moving on from The Gattons Infant School, transition visits/arrangements will have been made between the SENDCO's from both schools.</li> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff.</li> <li>• If other professionals are involved, a Team around the Family (TAF) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.</li> <li>• Your child's key person may visit them at The Gattons Infant School.</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAF meeting.</li> <li>• If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.</li> <li>• The SENDCO/class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.</li> <li>• The staff will then hold regular meetings in school to monitor the progress of your child and you may review this with the staff involved at parents' evening held in the Autumn and Spring Terms or contact the school office to arrange an appointment with the SENDCO if you need to speak.</li> </ul>		





### Autism Spectrum Condition (ASC)

At Southway Junior School we understand that ASC is a disability that incorporates a variety of strengths and difficulties in a range of areas. In line with the Equality Act, 2010, we strive to promote a positive attitude towards these children and to ensure equality of opportunity for them. We aim to do this by:

- Training staff to understand the Triad of Impairment so that children who may have a social communication difficulty are identified early and supported correctly.
- Liaising closely with parents and referring children and families to Outside Agencies (with the permission and agreement of parents)
- Monitoring progress regularly and setting clear child friendly targets with pupils and parents
- Consulting with outside agencies for extra guidance to identify and support these pupils.
- Implementing a range of 'reasonable adjustments' to support these children at all times in the school day.
- Ensuring **all** staff are aware of these children and their individual needs.
- Promoting inclusion of all pupils by providing, where appropriate, additional in class support and interventions.
- Listening to parents' concerns and liaising with them closely to ensure a smooth transition between the environments at home and school.
- Seeking the views of the learners themselves and working together to promote high self-esteem for these pupils
- Helping children to understand their differences (with the permission and agreement of parents and outside agencies).
- Working closely with other schools to ensure a smooth transition at times of change.
- Working with other schools and professionals as part of the SEN/D Alliance
- Raising awareness and understanding of ASC through ongoing training opportunities for all staff
- Accessing support for parents through the Local Offer and SEN/D Alliance and supporting parents to attend training around ASC.

### How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and you feel that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.



### **How will the school let me know if they have any concerns about my child's learning in school?**

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class, sometimes with Teaching Assistants, in order to support their progress in learning.)
- If your child is still not making expected progress the school will discuss with you :
  - Any concerns you may have
  - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
  - To discuss how we could work together, to support your child at home / school.

### **How is extra support allocated to children?**

- The school budget, received from West Sussex Local Authority, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected.
 and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you.



### Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Teaching Assistants</li> <li>• Pupil Premium co-ordinator (for children on Free School Meals or children who have ever had Free School Meals within the last 6 years)</li> <li>• 1:1 or small group individually tailored support programmes delivered by Teaching Assistants or the SENDCO</li> </ul>
B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Inclusion Team (learning/behaviour)</li> <li>• ASC Social Communication Team</li> <li>• Early Intervention Co-Ordinator (to work with families at risk of poor attainment)</li> <li>• Family Support Worker (to work with families with children who have a range of difficulties)</li> <li>• SENDIAS (previously Parent Partnership Service - to support families through the SEN processes and procedures).</li> </ul>
C. Provided and paid for by the Health Service but delivered in School	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Professional training for school staff to deliver medical interventions eg for diabetic children</li> </ul>
D. Voluntary agencies	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> <li>• Time for Children</li> </ul>



### **How are the adults in school helped to work with children with an SEND and what training do they have?**

- The SENDCO's job is to support the class teacher in planning for children with SEN.
- The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attending training courses run by internal and external agencies that are relevant to the needs of specific children in their class eg from the ASC Social Communication Team, Team Teach (positive handling), SALT etc to support staff in implementing care plans.
- Whole school Child Protection Training
- Locality training is provided dependent on requests from Locality SENDCO meetings (twice termly).

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCO/Inclusion Leader.

### **How will the teaching be adapted for my child with learning needs (SEN / and or disabilities)?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

### **How will we measure the progress of your child in school? And how will I know about this?**

- Each child has an assessment record sheet for reading, writing and maths.
- Teachers use a triangle system to record each time a child has demonstrated when they have reached the objective independently.
- You will be informed at Parent Consultation evenings and in the Summer term final report as to whether your child "has not yet met", "has met" or is "on track to meet" their age or phase related expectations.
- Where relevant to your child's need we may also use other measures to track your child's progress. These may include: spelling ages, reading ages, cognitive profile test and social scaling or questionnaires.
- If your child is not yet at National Curriculum age related expectations, a more sensitive assessment tool is used which measures smaller but significant steps of progress. These are called 'P levels'.



- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- All children in the school are set clear and measurable targets in literacy and numeracy. Only children who have needs in addition to these targets will be involved in writing an Individual Learning Plan (replacing IEP's) which will outline additional targets and strategies of support. If your child has an Individual Learning Plan, you will be asked for your views on this and given further advice on how you can support your child. All Parents/Carers will be informed of any extra support that your child is receiving.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in each term.
- A range of ways will be used to keep you informed, which may include :
  - Home / school contact book
  - Letters / certificates sent home
  - Additional meetings as required
  - Annual reviews
- Interim and End of Year Reports

#### **What support do we have for you as a parent of a child with an SEN / and or disabilities?**

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person directly involved, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- ILP's will be reviewed with your involvement.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We offer you the opportunity to sign up to an email list where you will receive details of any support services / course available to parents/carers.

In addition:

- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics, writing or maths. We will be happy to discuss any necessary adaptations for your child.
- The ILP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.
- You will be able to have access to the SEN/D Hub based at Woodlands Meed School.



*If your child is undergoing an assessment towards an EHCP, you may also be supported by the Local Authority SENDIAS. They will ensure that you will fully understand the process.*

### **How have we made this school physically accessible to children with SEND?**

- Much of the school is accessible to children with physical disability via ramps.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The staff working in specialised provisions are highly trained in these areas and have their training needs regularly updated.

### **How will we support your child when they are leaving this school? Or moving on to another class?**

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child. The SENDCO will arrange for you to meet the new SENDCO to discuss individual needs and ensure appropriate provision is put in place.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school :
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All ILPs will be shared with the new teacher.
  - If your child would be helped by a transition book to support them understand moving on then it will be made with them.
- In Year 6
  - The SENDCO will liaise with the new SENDCO and Head of Year 7 with Year 6 teachers prior to transfer to discuss the specific needs of your child with the SENDCO of their secondary school.
  - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
  - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.



<b>GLOSSARY OF TERMS.</b>	
<b>ILP</b>	<b>Individual Learning Plan</b>
<b>S</b>	<b>Statement Stage of the SEN Code of Practice</b>
<b>School Support (replacing School Action/School Action Plus)</b>	<b>Children who are receiving extra support in school will be placed on the school's support register</b>
<b>SEN</b>	<b>Special Education Needs</b>
<b>SEN Code of Practice</b>	<b>The legal document that sets out the requirements for SEN</b>
<b>EHC Plan</b>	<b>Education, Health, Care Plan</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Education Needs and / or Disabilities</b>
<b>SALT</b>	<b>Speech and Language Therapist</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>
<b>ASC</b>	<b>Autistic Spectrum Condition</b>