



**Caister**  
Infant School with Nursery



**Caister**  
Junior School



**Oceans**  
Special Resource Base

## SEN Information Report 2023-24

Information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

Written by:	SENDCo - Miss Kate Moss
Review by:	September 2024

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# 1. Who is responsible for SEND at Caister Infant & Junior Schools and Oceans SRB?

Caister Infant & Junior Schools and Oceans SRB Executive Head	Heads of Schools	SENDCo	Class/Form Teacher	SEND Governor
<p>Overall management of all aspects of the Caister Infant &amp; Junior Schools and Oceans SRB, including the provision made for children with SEND.</p> <p>Working with the Caister Infant &amp; Junior Schools and Oceans SRB SENDCo to ensure all schools complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments.</p>	<p>Day to day management of all aspects of the school, including the provision made for children with SEND.</p> <p>Working with the school governors and SENDCo to ensure the school complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements.</p> <p>SRB lead teacher works with home schools to ensure continued appropriate SEN provision.</p>	<p>Update the Caister Infant &amp; Junior Schools and Oceans SRB' SEN Policy, SEN Information Report annually.</p> <p>Overseeing the day-to-day implementation of the Caister Infant &amp; Junior Schools and Oceans SRB' SEN policy.</p> <p>Coordinating provision, support and monitoring children with SEND</p> <p>Keep up to date with current legislation and pass this on to relevant staff.</p> <p>Ensure all schools comply with relevant legislation (the SEND Code of Practice) and are aligned to Norfolk's graduated response.</p> <p>Report information on the effectiveness of SEND provision to the Caister Infant &amp; Junior Schools and Oceans SRB.</p>	<p>Adapting the curriculum to respond to the strengths and needs of all children including those with SEND.</p> <p>Monitoring the progress of all children including those with SEND and identifying any additional support required.</p> <p>Contributing to assessments or referrals to outside agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.</p>	<p>Ensure the Caister Infant &amp; Junior Schools and Oceans SRB' SEN Policy, SEN Information Report and each school's Accessibility Plan are reviewed and updated annually.</p> <p>Monitor the effectiveness of the deployment of the school's delegated SEND budget.</p> <p>Working with the Executive Head and heads of school to ensure the school complies relevant legislation - the SEND Code of Practice and Norfolk Graduated Response.</p>

## 2. Where can I find information on the Caister Infant & Junior Schools and Oceans SRB' SEND policy and named contacts within individual schools?

Caister Infant & Junior Schools and Oceans SRB has a shared SEND policy which is updated by the Caister Infant & Junior Schools and Oceans SRB' SENDCo every 12 months in line with the government's policy. This policy can be found on your school's policies page on their website.

Below are the key contacts for each school and their email addresses should you have any concerns about SEND provision at your child's school.

Federation SEND Governors	Mrs Amy Segon	Date of report:	September 2023	Review date	September 2024
Caister Infant & Junior Schools and Oceans SRB SENDCo	Miss Kate Moss <a href="mailto:sendco@cpfed.org">sendco@cpfed.org</a>	Caister Infant & Junior Schools and Oceans SRB Assistant SENDCo		Mrs Kelly McGarry-Homer <a href="mailto:assistantsendco@cpfed.org">assistantsendco@cpfed.org</a>	
SRB Lead Teacher	Mrs Leanne Cahill <a href="mailto:lcahill@caisterprimaryfederation.org">lcahill@caisterprimaryfederation.org</a>				

### 3. What kinds of SEND are provided for at Caister Infant & Junior Schools and Oceans SRB?

The SEN Code of Practice (2015) identifies four main categories of need: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health** and **Sensory and/or Physical**. Caister Infant & Junior Schools and Oceans SRB supports children with a wide range of needs. Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health. Below are just some examples of difficulties that fall under these categories.

#### Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction
- Flexibility of thought
- Forming meaningful relationships

#### Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

#### Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Emotional wellbeing and mental health including: Anxiety or depression, Self-harming and eating disorders
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)
- Developmental trauma
- Neurodevelopmental difficulties

#### Sensory and/or Physical

- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

#### 4. What is the SEND profile of Caister Infant & Junior Schools and Oceans SRB?

	Infant & Nursery School 233 pupils on roll		Junior School 343 pupils on roll	
	Number of Pupils	%	Number of Pupils	%
Identified as having SEND	60	19.2%	86	25.6%
Identified as having an Educational Health & Care Plan	7	2%	20	5.9%
Awaiting Educational Health Care Plan	1	1%	4	1.2%

SEND area	Infant & Nursery %	Junior %
<b>Cognition and Learning</b> (including maths, reading and writing. Dyslexia, Dyspraxia, Global Development Delay)	28.4%	28.9%
<b>Communication and Interaction</b> (including Autistic Spectrum Disorder ASD, speech and language difficulties and problems with social interaction)	59.7%	48.2%
<b>Physical and Sensory</b> (including disabilities such as those affecting mobility, sight and hearing)	6.0%	5.5%
<b>Social, Emotional and Mental Health</b> (including Attention Deficit Hyperactivity Disorder ADHD, Attention Deficit Disorder ADD, Attachment Disorder, Eating Disorder, anxiety and depression)	25.4%	26.5%



## 5. How does the Caister Infant & Junior Schools and Oceans SRB identify and assess children with SEND?

The Code of Practice (2015) section 6.15 states that

*"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support."*

The Equality Act 2010 definition of a disability is:

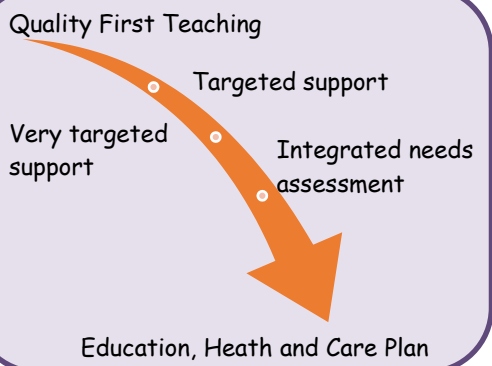
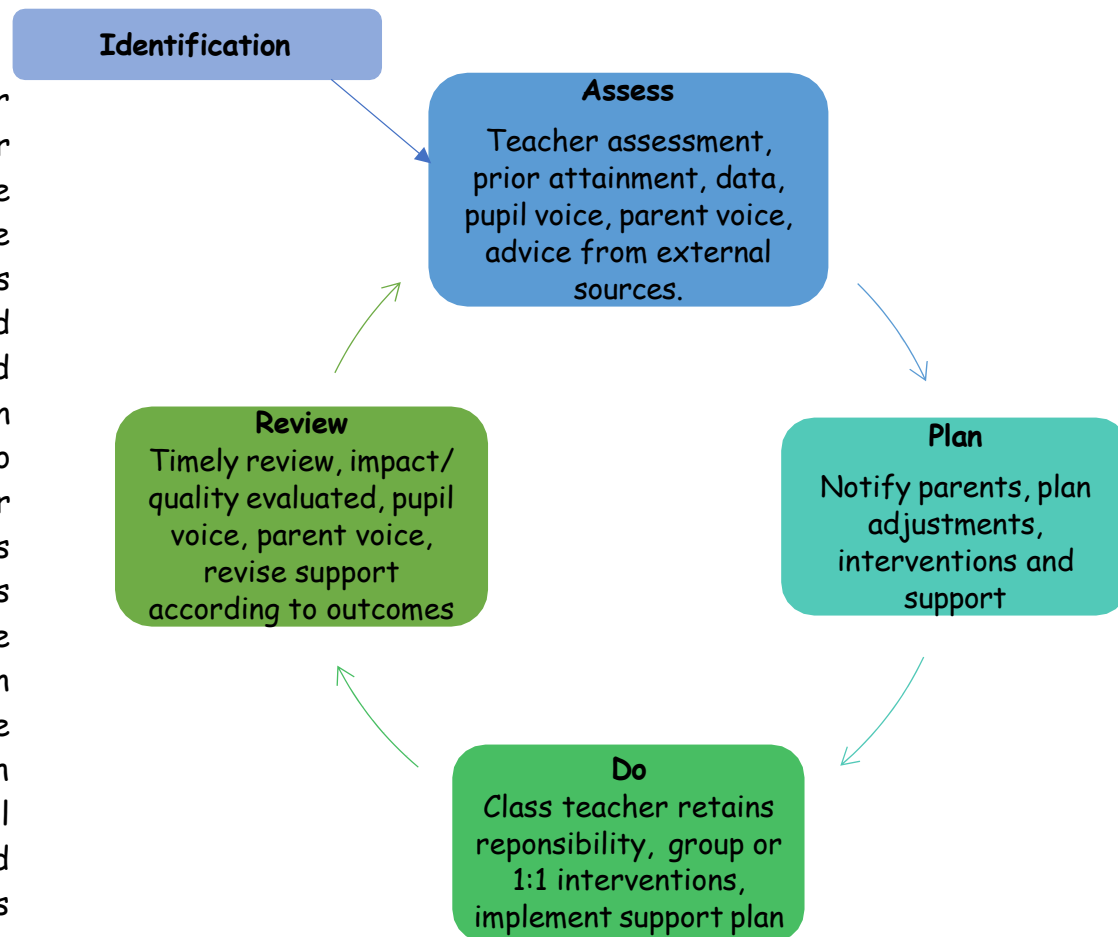
*"A person has a disability for the purposes of this act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1 (1) DDA 1995*

The early identification of pupils with SEND is a priority for us as a Caister Infant & Junior Schools and Oceans SRB. Children are identified as having SEND through a variety of ways, (usually a combination), which may include some of the following:

- Liaison with previous school or pre-school setting,
- Child is performing significantly below age related levels (or equivalent e.g. percentile rankings),
- Concerns raised by a parent,
- Concerns raised by a teacher,
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Teacher, Complex Communication Needs Team, School Nurse,
- Tools for assessing difficulties e.g. standardised tests, Dyslexia Screener, Strengths and Difficulties Questionnaire, TOMAL 2, BPVS, CTOPP, PhAP2, WIAT III uk-T



If there are concerns about a child at Caister Infant & Junior Schools and Oceans SRB, including those who are looked after by the local authority, the teachers will discuss this with the SENDCo to try and identify what specific difficulties they are having. If the child is looked after by the local authority this process will also include the teacher who is designated to lead support for looked after children. The teacher may be advised to make adaptations to the learning environment, lesson planning and resourcing to try and remove any barriers to learning. Quality First Teaching (QFT) is often enough for most children to make good progress. Should the changes made to QFT not have the desired effect on the child's progress, the model of **Assess, Plan, Do, Review** will be followed by the school to assess the child's needs, plan interventions/provisions to support them, do the actions in the plan and then review the impact. This is a cyclical model which is shown in the diagram opposite. Where, despite the school taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the school may decide that it is necessary to request an integrated needs assessment from the



local authority in alignment with Norfolk's graduated response policy. Providing student's meet Norfolk's criteria for assessment, this is the first step to getting an Education, Health and Care Plan (EHCP). Parents can request an EHC assessment at any time if they feel that their child needs a full assessment of their needs. Parents can find more information about the process at <https://www.ipsea.org.uk/ehc-needs-assessments>. Further information is also available on the Norfolk SEND Local Offer website:

[EHC needs assessment and plans - Norfolk County Council](#)



## 6. How does the Caister Infant & Junior Schools and Oceans SRB consult parents of children with SEND and children with SEND and involve them in their education?

**Parents:** At Caister Infant & Junior Schools and Oceans SRB we value the contribution that parents can make to their child's education. Parents are experts when it comes to their children, and we will always listen to any concerns you may have about your child. In the first instance, the class/form teacher is the main contact as they work with your child every day. Class teachers are available for a brief, informal discussion at the end of each school day, or you can make an appointment to see them if you feel you need more time to discuss any concerns. Over the course of the year there are multiple parents' evenings, and you will also receive a report at the end of the academic year. For children on the school's SEND Register, you can discuss with your child's class/form tutor and SENDCo review your child's current learning plan and be part of designing the next one. Where a child has an EHCP the SENDCo there will also be a specific review at least once a year. All children on the SEND register will also have an SEN Support Plan (SSP) and/or Pupil Information Record (PIR) which will be shared with the child, parents and school staff who work closely with your child. The documents will contain information about how everyone involved in your child's education can support them effectively and how they will help themselves. This will be updated termly at learning plan meetings.



**Children:** School staff aim to include your child's views wherever possible when planning provision to meet their needs. Children are given regular verbal and written feedback and have daily conversations with their teachers about their learning. At Caister Infant & Junior Schools and Oceans SRB we encourage parents to bring their child to their parents' evening appointments so that teachers can share their successes and targets with the child together with their parents. SSPs and/or PIRs are created by the class/form tutor with the support of the SENDCo and where appropriate the child and they have a say about what information the profile contains. They have an opportunity to say what helps them with their learning which is then shared with all staff who work with the child. Each school has a School Council which has representatives from every class. We ensure that the Council is representative of the community it serves and ensure that children with SEND have an opportunity to stand for the School Council and be voted in by their peers.



## 7. What does the Caister Infant & Junior Schools and Oceans SRB do to prepare children with SEND for transition to their next school?

Transition is an important part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially for a child with SEN. We work closely with pupils, parents, staff and other settings to ensure these transitions run as smoothly as possible.

We plan a comprehensive programme which include:

On entry:

- Visits to pre-school settings by class teachers and the SENCo
- Home visits by the class teacher and teaching assistant
- Transition meetings for parents and professional involved with the child to discuss a plan and strategies appropriate to the child's needs
- Transition sessions in school to become familiar with the environment and adults working there

**Transitions within and outside of the Federation:**

- Information sharing (with parental consent) with the Junior School Staff
- Familiarisation visits to the Junior School and shared activities and events with the Junior School
- Transition meetings for parents and professional involved with the child to discuss a plan and strategies appropriate to the child's needs
- Social stories to prepare children for change

### Autumn Term

Junior/High/secondary School application system opens online (paper forms also available)  
Parents apply for place at chosen Junior/High School.  
Open day / evening events for prospective families held by local High Schools

Your child's school can offer you support with each part of this process

### Spring Term

Parents informed of Junior/High/secondary School allocations  
The school SENDCo meets with the SENDCo of the new setting and discusses children on SEN Register  
Additional visits / further support planned for summer term

### Summer Term

Transition visits for all children  
Additional visits are arranged for children with SEND where offered by the new school  
Transition events for parents e.g open days, evening meetings  
The Caister Infant and Junior School SENDCos provides the new school with files for all students with SEND on an agreed date with the new school's SENDCo.

## 8. What approach does the Caister Infant & Junior Schools and Oceans SRB take to teaching children with SEND?

Our teachers are skilled in adapting teaching and learning to meet the diverse range of needs in class. When planning lessons, teachers consider individual children's needs and requirements. Adaptation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Where available, additional adults are used appropriately to help groups and individual pupils with a long-term aim of developing independent learning skills. Teachers and teaching assistants work with a range of groups over the course of the week to ensure that children don't become reliant on adult support. This support is monitored through book scrutinises, learning walks and lesson visits.

**Quality First Teaching (QFT)** strategies are used to ensure all children have access to the curriculum alongside their peer group. This includes, but is not limited, to the following strategies:

- Adapted lesson planning by level / outcome / pitch / pace and support
- Ongoing assessment
- Clear learning objectives and success criteria
- Adjusted lesson pace
- Visual supports
- Learning Partners
- Dyslexia Friendly Practice
- Visual Timetables
- Word banks
- Differentiated homework tasks
- Access to online learning at home
- Targeted catch-up interventions
- Small group teaching
- Quiet area to work
- Pre and post-teaching of concepts
- Fiddle toys
- Mixed attainment grouping
- Wobble cushions / sensory equipment
- Facilities in school to address personal care, dietary, toileting, medication needs and mobility support
- Access to ICT to support learning
- Additional adults deployed effectively
- Clear routines, structured tasks and rewards
- Engagement with parents
- Liaison with the SENDCo
- Teacher repetition / reinforcement

## 9. What expertise and training do the staff have to support children with SEND?

All staff working at Caister Infant & Junior Schools and Oceans SRB have receive regular training in school during staff meetings, 'twilights', 5 x Teacher Education Days across the year, online courses and through external providers. Training is carefully planned to address areas of expertise that require development students needs and to ensure ongoing updates to training previously covered. Training can be delivered by a variety of different people such as: Caister Infant & Junior Schools and Oceans SRB staff, Speech and Language Therapists, Specialist Teachers, Educational Psychologists and other outside professional agencies. Caister Infant & Junior Schools and Oceans SRB are also part of the Essential SENDCo Network and the SENDC attends regular meetings and conferences with colleagues from across the county to share good practice and to keep up to date with developments within SEND. SRB staff are also trained in therapeutic approaches and Norfolk Steps. Staff access training through the SRB network and Caister Primary Federation.



The following SEND training and qualifications have been undertaken by Caister Infant & Junior Schools and Oceans SRB staff. Each school has access to the expertise at other schools within the Caister Infant & Junior Schools and Oceans SRB:

All or individual staff:

Cerebral Palsy, Epilepsy & associated medications, diabetes, Signalong , Use of an Epipen ,  
Advisory teacher of the deaf, Autism Spectrum Disorder, Mental Health Champion training,  
Mental Health First Aid, Speech and Language , Trauma, Lego Therapy, Talk Boost, Advice from  
John Grant school through S2S, Practical strategies to support children with Autism

Miss Kate Moss - National Award in Special Educational Needs Co-ordination (NASENCO)

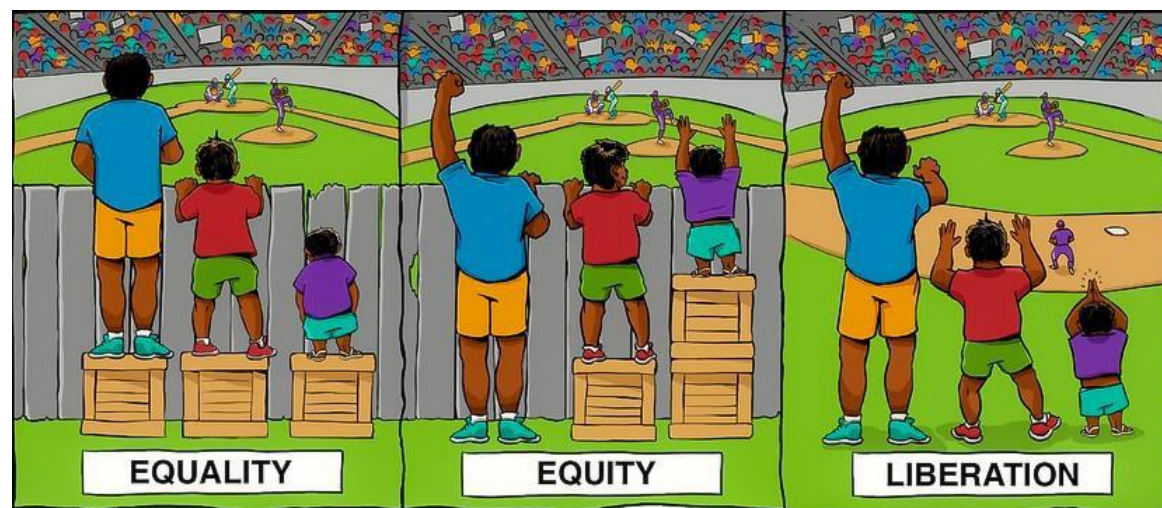
Mrs Leanne Cahill - National Award in Special Educational Needs Co-ordination (NASENCO)

Mrs Sarah Pitt - National Award in Special Educational Needs Co-ordination (NASENCO)

Mrs Kelly McGarry-Homer - National Award in Special Educational Needs Co-ordination (NASENCO)

## 10. What does the Caister Infant & Junior Schools and Oceans SRB do to ensure children with SEND can access all activities?

Caister Infant & Junior Schools and Oceans SRB staff are experienced at developing appropriate adaptations to both the curriculum and to the resources used in order to enable all children to fully access the opportunities available to them. When planning the curriculum, staff consider access for all children to ensure that they can take part in all activities. Quality First Teaching (see section 6) ensures that children's individual needs are planned for with additional adult support, adapted tasks or additional resources put in place where necessary. Where an activity is taking place off-site, consideration is given to ensuring access for all children and any required adaptations or additional staffing requirements are accounted for. Adult to child ratios are carefully planned to ensure adequate staffing at all times whilst off-site. A Risk Assessment is carried out by the lead teacher in consultation with senior leaders and the school SENDCo, if necessary, to ensure adaptations or additional support required is provided for the inclusion of children with SEND.



## **11. How do we include children with SEN in activities outside the classroom, including school trips, together with children who do not have SEN?**

At Caister Infant & Junior Schools and Oceans SRB we believe that all learners are entitled to access extra-curricular activities including school trips and extended hours clubs run within the school. We are committed to making reasonable adjustments to ensure participation for all. We will carry out risk assessments and put procedures in place to enable this to happen

## **12. How are pupils with medical needs (Statutory duty under the Children and Families Act) supported.**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will be provided with First Aid training
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

### 13. How are children with physical disabilities supported?

We currently possess the following equipment and facilities to assist our pupils with SEN:

- Disabled toilets and access
- Access to School 2 School Support
- ELSA facilities
- A sensory room
- A full-time speech and language teaching assistant
- Sensory circuits as needed.



#### How do we allocate resources?

- Support given as specified in a child's Education Health and Care Plan (EHP)
- Support assistants for children who need extra help - time with these assistants deployed on a need's basis.
- A support assistant is available for each class - time is allocated on a daily basis for individual/ small group work on individual targets.
- ELSA Licensed practitioners to provide support for SEMH
- Pupil Premium Funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

#### Funding

Funding for 2023 -2024			
	Caister Infant School	Caister Junior School	Oceans SRB
Local Authority	£97,075	£119,255	
Additional Funding	£105,519	£150,062	



## 14. What support is there for improving emotional and social development?

*"The anxious child is not a learning child"*

We take a whole school approach to improving emotional and social development at Caister Infant & Junior Schools and Oceans SRB. Through our shared values, trauma informed schools and relationship-based approaches we ensure a holistic method is used when developing positive, social emotional wellbeing and development. Staff are skilled in identifying social and emotional difficulties in children and we have a trained Mental Health Champion in each school. Children are encouraged to discuss any worries or concerns with an adult in school so that they can be dealt with promptly. This means that they do not manifest into more serious difficulties. We have a number of interventions available within the Caister Infant & Junior Schools and Oceans SRB to support the development of positive social skills such as qualified Trauma Informed School & ELSA staff, a dedicated pastoral team working across the Federation, break and lunchtime clubs, tailored transition support programmes, social stories and home/school contact books where appropriate. In addition, the school calls on the expertise of outside agency support such as the complex communication needs team and Early Intervention Family Support Workers who can offer individual support to children and their families around their social, emotional mental health. Should a child's emotional needs affect their mental health, we may make a referral to the Childhood and Adolescent Mental Health

Service (CAMHS) in consultation with parents / guardians. Caister Infant & Junior Schools and Oceans SRB take all reports of bullying seriously and deals with reports appropriately. For further details, please see our Anti-Bullying Policy.



## 15. How does the Caister Infant & Junior Schools and Oceans SRB involve others in meeting the needs of children with SEND and their families?

In some cases, outside professionals from education, health or social care may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may refer them should the school and parents feel this is appropriate. Any involvement of outside agencies is with the consent of parents and following ongoing discussions with all concerned. The SENDCo will support the further assessment of the child, coordinating the completion of referral paperwork and assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's Teachers will remain responsible for working with the child on a day-to-day basis and for planning and delivering an individualised programme appropriate to their needs. The class teacher is the first port of call if you have concerns about your child's development. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

As a Caister Infant & Junior Schools and Oceans SRB we have developed close working relationships with a number of outside agencies and work closely with the following organisations / agencies (and others where appropriate) in order to identify areas of need and make recommendations for any adaptations to provision. These recommendations then form part of the student's next learning plan and one page profile.

Speech and Language Therapy	Occupational Therapy	Sensory Support	Access Through Technology
Physiotherapy	Paediatricians	Specialist Resource Base	CAMHS
Specialist Resource Base	Specialist Resource Base	CAMHS	The Benjamin Foundation
Educational Psychologists	Clinical Psychologists	School2School	The Newberry Clinic
School Nursing Service	Specialist Teachers	Specialist School Support Staff	East Inclusion Hub

## 16. What should I do if I have a complaint about the provision for children with SEND?

At Caister Infant & Junior Schools and Oceans SRB, we are proud of our provision for children with SEND. All staff share a commitment to ensuring every child's needs are met and strive for excellence in the provision for all children that we work with. If a parent feels that the provision that their child receives falls short of our very high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents are able to make an appointment with the SENDCo via the school office either for a telephone call or a face-to-face meeting. In addition, any concerns can also be raised with the Head of school or Deputy Headteacher. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow their school's policy for complaints which can be found on the school website, or a paper copy can be requested from the school office.

## 17. Where can Norfolk's Local Offer be found?

- Norfolk's Graduated Response Document Can be found here:

<https://www.Norfolk.gov.uk/graduatedresponse>

## 18. Further information:



Sometimes parents may wish to access information independently and find websites a useful source of information. Whilst Caister Infant & Junior Schools and Oceans SRB does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

[Norfolk & Waveney Children's Speech and Language Therapy Service \(justonenorfolk.nhs.uk\)/](http://justonenorfolk.nhs.uk/) - The website for Norfolk Speech and Language service.

[www.ipsea.org.uk](http://www.ipsea.org.uk) - A useful site for free, legally based Special Education advice

[Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk) - SEND Information, Advice and Support service offering impartial and neutral advice. [www.autism.org.uk](http://www.autism.org.uk) - The National Autistic Society website, the main UK charity for supporting people with ASD and their families

[www.attentionautism.com](http://www.attentionautism.com) - For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

[www.widgit.com/resources](http://www.widgit.com/resources) - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

[www.autismuk.com](http://www.autismuk.com) - Lots of information on ASD

<https://www.autismwestmidlands.org.uk/> - Lots of information on ASD and where to get local advice and support

[www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk) - Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour

[www.autismspeaks.org](http://www.autismspeaks.org) - A comprehensive site, with a useful resource library

<https://www.bdadyslexia.org.uk/> - Lots of information about how to support learners with Dyslexia.

## 19. Glossary / Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:

<u>Acronyms</u>	<u>Full name</u>	<u>Acronyms</u>	<u>Full name</u>
ADHD	Attention deficit hyperactivity disorder	LO	Local Offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulties
CP	Cerebral palsy	OCD	Obsessive compulsive disorder
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CCN	Complex Communication Needs	PDA	Pathological demand avoidance
CF	Cystic fibrosis	PMLD	Profound and multiple learning disability
EHCP	Education, Health and Care Plan	PT	Physiotherapists
EP	Educational psychologist	PRU	Pupil Referral Units
EWO	Education Welfare Officer	SALT	Speech and Language Therapists
EYFS	Early years foundation stage	SEND	Special educational needs and Disabilities
HI	Hearing impairment	SEMH	Social, Emotional, Mental Health
LA	Local authority	SENDCo	Special Educational Needs and Disabilities Co-ordinator
LST	Learning Support Team	VI	Visual impairment