

Greenway Academy
SEND Information Report
2017-2018

Accessing Support

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Greenway Academy please contact us on 01403 252013 or e-mail us at office@greenwayacademy.co.uk

Executive Headteacher: Ms K White
Inclusion Lead: Ms H Liby
HoS, Lower School Mrs A Parkin
HoS, Upper School, Mrs N Boulton
Home School Support Worker Mrs Nicola Johnson

CoG
SEND/PP Governor: Mrs J Pearson, Mr I Turrell

Local contact information and signposting: <https://westsussex.local-offer.org/>

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Introduction

At Greenway Academy, we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Greenway Academy a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to diminishing the difference between SEND and non-SEND pupils. This may include short-term support learning programmes and other learning support developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Our Core Values at Greenway Academy are “Aspiration, Compassion, Respect, Courage and Integrity”.

Governance

The Governing Body, in co-operation with the Headteacher, determines the school’s general policy and approach to provision for all pupils, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school’s work. The SEND Governor and the PP Governor have the remit to be a critical friend to the school.

Aims

Greenway Academy strives to be an inclusive school so that equality of opportunity is a reality for our children.

The academy achieves this by ensuring that all of the needs of the different groups of children are considered. In detail, the academy:-

- ensures that pupils 'Special Educational Needs and Disabilities' are identified, assessed and provided for within a broad and balanced curriculum. This will be in line with the EYFS & National Curriculum Programme of Study unless specific arrangements have been made for disapplication;
- recognises our responsibility to children with learning difficulties;
- recognises our responsibility to children with medical conditions; (see Supporting pupils with Medical Conditions policy)
- recognises our responsibility to children with greater ability (See Enrichment policy);
- works in partnership with pupils, parents, outside agencies, feeder and transfer schools;
- provides a framework for special educational needs within school addressing identification, assessment, provision, recording, monitoring, review and evaluation (see flow chart);
- develops a whole school approach to meeting and evaluating special educational needs through the development of curriculum policy and by providing support and training for teachers and the wider school staff, where necessary;
- develops appropriate resources to meet individual needs and raise people's awareness with regards to the availability of these resources;
- enables pupils to have access to all elements of the school curriculum, to have their views considered and to learn independently;
- ensures every pupil with SEN and/or disability has maximum opportunity to achieve academically, emotionally, morally, socially and culturally.
- promotes the education of all pupils by supporting respectful, inclusive learning environments which support progression of the 'whole' learner.
- ensures that the school complies with and implements the requirements of the Education Act 1996, the Disability & Discrimination Act 2005, the SEN Regulations, the SEN Code of Practice 2014 and other statutory guidance.
- Works closely with external agencies to support and enhance provision for specific need.

Special Needs Provision on offer at the Academy

We refer to the term “Special Educational Needs and Disability” if a child:

- has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Year 3 through to Year 6. If a child is not making the expected progress, then professionals (internal and external) will identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

Children with disabilities

Some children in our school have disabilities and need additional resources. The school is committed to providing an environment which allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access.

The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aides and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision.

However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes, for example, may not have special educational needs but may still have rights under the Equality Act. The Academy will assess each child as required and make the appropriate provision based on their identified needs.

Disapplication and Modification

The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater personalisation of the child's learning, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, academy staff work closely with these agencies to support the child. In exceptional circumstances, the academy may decide that modification or disapplication is the correct procedure to follow. The Academy would only do this after detailed consultation with parents. The Academy would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Assessment and Identification

The academy promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and support to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. The Academy reviews the progress of all pupils through its assessment procedures which focusses on pupil progress for all pupils. As a result of the academy's internal procedures and supported by the national statutory assessment points, children who are not making expected progress are highlighted. Teachers and the Inclusion team play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school support and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. The Academy incorporates these procedures into our normal working practice.

Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. Upon entry to school, each parent completes a document 'Information about your Child'. As soon as a child is placed on the SEND Register the information from the 'Information about your child' document is transferred to the SEND Register. The Inclusion Lead is responsible for managing and working alongside teachers to ensure the pupils' needs are being met through Wave 1 teaching and learning in the classroom, wherever possible. Teachers are supported by inclusion support - designated to work with specific individuals around specific need, EBDs, Nurture Class and HSSW and where appropriate specialists from outside school. In addition pupil learning conferences are held termly whilst pupil progress meetings are held three times a year.

Provision

TEACHING AND LEARNING (Wave 1 Provision)

Raising children's achievement is the academy's main focus. This is achieved through regularly reviewing provision and creating an enjoyable and exciting curriculum placed within relevant contexts for learning. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning lessons, teachers take into account the abilities of all of their children and personalise teaching and learning to the individual needs of the pupils. The National Curriculum and the EYFS Outcomes are the starting points for planning a curriculum which meets the specific needs of individuals and groups of children.

We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnerships with parents and other agencies.

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and, as an academy, committed to ensuring all children are fully included. All lessons are differentiated and staff employ a variety of teaching and learning styles. All staff work closely with the Heads of School and Inclusion Lead to track progress, set realistic targets, create personalised plans and evaluate the impact of support programmes. A high level of support is provided by a strong Inclusion team.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils,
- ensure that support is available for all children (inclusive 'quality first' teaching),
- differentiate the curriculum to take account of different learning styles, interests, abilities,
- ensure that all children can be included in tasks / activities,
- monitor individual progress,
- celebrate achievement,
- identify those children who require additional or different support in order to make progress,
- set targets and discuss these with parents and pupils.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Inclusion Staff support SEND children

- to have access to learning,
- encourage and promote independence in the children,
- lead support groups which close the gap for children experiencing difficulty,
- encourage and promote social, emotional and mental health well-being,
- promote the inclusion of all children in all aspects of life at school

- to diminish the difference set out in the four key areas of the CoP – Social, Emotional and Mental Health, Cognition and Learning, Sensory and Physical, Communication and Interaction.

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their personalised plan is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and green pen questions, they are aware of their targets and know what they have to do to improve and engage in the improvement process. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their personalised plans.

Support is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- supporting the emotional wellbeing of pupils
- making reasonable adjustments to routines
- inclusion support in the classroom
- sensory support – meeting sensory and physical need
- a more focused level of support in a small group withdrawn from the class
- Dyslexia, ASC and ADHD Offers
- focused learning to be completed at home

Frequency & Timing of Support

This is arranged and timetabled by the Inclusion Lead.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing age appropriate planning used across the school to ensure that all lessons are appropriately personalised. Lessons are structured to provide a range of VAK activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met.

The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom, however inclusive classroom best practice is key.

The academy encourages emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support is enhanced by EBD Officers, Home School Support Worker, Art Therapy, breakfast, play and lunchtime structured provision, enrichment offer, academy support for Speech & Language, ASC, Dyslexia and Dyspraxia as well the full time nurture provision.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school support already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at age-appropriate levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite emotional/well-being support or is having significant SEMH impact beyond school
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable/further investigation from alternative external support is advisable
- consult with all parties involved with the child
- support EHCP application
- support transition

The inclusion team are assigned across the whole school to support SEND pupils according to need.

Links with outside agencies are well-established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Colleagues from outside agencies and parent partners continue to advise and support the academy team to better understand and address the needs of our pupils.

Statutory Assessment: EHC Plan (Education, Health Care Plan) / Statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the support already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is WSCC SEND Local Offer which can be obtained from <https://westsussex.local-offer.org> or by emailing localoffer@westsussex.gov.uk /The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information is included in the child's plan and includes:

- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher, Educational Psychologist or
- reports are a necessity from other professionals involved with the child (Social Care, Attendance services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. However a request from the school is considered best practice. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. This is a 20 week process.

If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority to prepare a draft plan prior to the final plan being issued.

Reviews

Informal review and liaison between parents, inclusion team and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance.

Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

Transferring Statements to EHC Plans

The legal test of when a child requires an EHC Plan remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing. The transition period for transfer to EHC Plans has been extended to 2018.

Recording

Records are kept on each child. They are stored under: SEND Profile Files and Social Emotional Files. These files are stored in secured storage. Once a child's individual need is identified it will then be recorded on the school's SEND register. A master copy is stored on the school's secure internal drive. To ensure efficient safeguarding and GDPR compliance, records are now kept on CPOMS electronic system.

The Medical List and EHCP list enable staff to be kept informed of any medical information. This is updated by the Inclusion Team. Care Plans, Pastoral Support Plans, Assessments and information from outside agencies will also be stored in the above files.

The school's flexible approach allows for children to access support as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel, parents and agencies.

General information files, stored in the Inclusion Leader's office specific information on SEND needs, include master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They also contain correspondence from outside agencies.

Inclusion Lead

Ms Liby is the Inclusion Leader at Greenway Academy, responsible for the implementation of the SEND policy, with support from the Senior Leadership Team (SLT) and SAFS (Schools and families support) team. In her role, she will provision map inclusion staff for bespoke support and provide professional support teaching staff, for Wave 1 provision, where and when necessary. She will liaise with parents and relevant outside agencies, medical and psychology services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SEND will also be responsible for overseeing the maintenance of the Special Needs Register.

Being a large academy, sitting within a MAT, there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See training log, School Administration Team).

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the support already put in place specialist expertise will be secured.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties including online Lexia reading support for individualised and personalised reading assessment. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly pupil learning conferences, Head of School newsletters, curriculum newsletters, annual reports, SEND reviews and informal discussions as well as less formal playground meets. Teaching staff are available to communicate at these times as well.

The academy endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. The academy try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, contact is made with parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the pupil learning conferences and planned review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- Child Development Centre
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Social, Communication Outreach Service
- Learning Behaviour Advisory Team
- Hearing Sensory Support
- Visual Sensory Support
- Learning Difficulties and Disabilities
- If you would like to know more information about these services contact us on 01403 252013 or e-mail us at office@greenwayacademy.co.uk
- Further information is also available from West Sussex County Council's website www.westsussex.gov.uk

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Transition

Excellent Links with our feeder and transfer schools is evident due to our close liaison with these schools providing specific profiles of individuals. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our academy familiarising themselves with individual needs. Greenway Academy also participates in the transition arrangements of our Secondary schools, which includes for some children, a personalised transition plan in partnership with the school to which the child will be transferring to the following September.

The Local Offer

WSSC SEND Local Offer can be obtained from West Sussex County Council's website <https://westsussex.local-offer.org/> or by emailing localoffer@westsussex.gov.uk

The school office can also provide further information.

Admission Arrangements

The academy adopts the authority's normal admission arrangements, details of which can be found in the LA's Admissions Brochure and on the school's website: www.greenwayacademy.co.uk

Impact of SEND Provision 2017-2018

Pupil Progress Meetings are held 3 times a year to review key pupils, assess impact of provision and identify gaps. A SEND Annual Review has been conducted for each EHCP child on the SEND Register. A personal plan and costed provision map, where required, is in place.

SEND is well-supported by a leadership team and administrative staff who offer further capacity to the school's provision for pupils with SEND through:-

- Weekly SLT and SAFS meetings are established using assess, plan, do and review approach.
- Specialised areas of provision which have been established and are working collaboratively – SEND, Nurture Teacher, EBD and HSSW
- Vulnerables meeting – termly to review vulnerables, process and impact of SAFS/SLT.

The academy's desire to develop a whole school response to meeting the needs of all vulnerable pupils with a focus on PP/SEN core subject areas remains key.

Inclusive practice with the purpose of avoid singling out children with SEND for overtly "different" treatment has been considered.

Enthusiasm and focus on investing in resources, developing roles within the SEND team, services and opportunities which will help all children to succeed.

Development of sensory support programmes and OT is improving and beginning to show impact on focus, ability to learn and self-esteem of our vulnerable pupils.

Data tracking and performance management systems are sophisticated and detailed and allow teachers, leaders and governors to identify underachievement and to respond appropriately. There is a strong commitment to closing gaps for all vulnerable groups. Data suggests that the gap is narrowing with disadvantaged pupils moving towards performing in line with their counterparts.

The school uses personalised planning and costed provision maps to record the evidence of support.

Parents and pupils play a role in the early stages of SEN assessment. Parental involvement in review and in the formulation of the next stage in the assess/plan/do/review cycle is developing. Children are also offered opportunities to contribute through mentoring meetings, pupil learning conferences, pupil voice personal profiles and EBD support.

Class teachers are the key professionals in meeting the needs of children with SEND within classroom best practice Wave 1 teaching.

All children, regardless of their starting points, are tracked using Key Performance Indicators (KPI) in the age-appropriate bands. When a child cannot learn within their chronological age-band, their progress is monitored using KPIs from the most appropriate band. All children are expected to make good or better progress from their starting point during their time in the Key Stage.

The school has built positive relationships with its feeder schools and its secondary school which supports transition both into Greenway Academy and on to secondary provision. Meetings with staff and observation of key pupils aids smooth and successful transition including pre-meets with all necessary parents.

Pupil Progress has been achieved through the following:

- Quality First Teaching
- Monitoring of teaching and learning

- Regular formative and summative assessments
- Analysis of data to check progress and action plan
- Weekly SLT/SAFS (SEND, Nurture, EBD, Inclusion team, HSSW) Meetings
- Small class sizes/ small group setting – Nurture Class/ skills groups- academic and social emotional
- Personalised provision and timetables
- Home learning to reinforce skills
- Language and communication programmes- Alpha to Omega, Lexia Reading Programme, Write from the Start, New Reading and Inference skills
- Additional Programmes – Jump Ahead, Clever hands, Lego Build (EBD), Core subject booster group work, SEMH support – group learning and 1:1
- Dyslexia offer, including LUCID testing
- ASC offer, including sensory support package
- Additional in school agency involvement – SALT assessment, Art Therapy, OT and appropriate resources
- External Agency Support
- Transition meetings including feeder school
- Parent/pupil Voice
- CPD – staff training
- Middle leadership focus projects – reading, mathematics

List of Acronyms

SEND	Special Educational Needs and Disability
HoS	Head of School
CoG	Chair of Governors
SEND/PP	Special Educational Needs and Disability/Pupil Premium
PP	Pupil Premium
EYFS	Early Years Foundation Stage
SEN	Special Educational Need
EBD(s)	Emotional and Behaviour Development Officers
HSSW	Home School Support Worker
CoP	Code of Practice
ASC	Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
VAK	Visual Auditory Kinaesthetic
SEMH	Social Emotional and Mental Health
EHCP	Educational Health Care Plan
EHC	Educational Health Care
LA	Local Authority
GDPR	General Data Protection Regulation
CPOMS	Child Protection Monitoring for Schools
SLT	Senior Leadership Team
SAFS	Schools and Family Support
INSET	In-School Education & Training
MAT	Multi-Academy Trust
WSSC	West Sussex County Council
OT	Occupational Therapy
KPI	Key Performance Indicator
LUCID	Language Assessment System
SALT	Speech and Language Therapy
CPD	Continuous Professional Development