Bathwick St. Mary Church School

Special Educational Needs and Disabilities (SEND) Information Report

Document Control			
Policy name:	Special Educational Needs and Disabilities (SEND) Information Report		
Effective date:	January 2026	Next review date:	January 2027
Prepared by:	Headteacher, SENDCO and Staff		
Reviewed by:	TLC	Date:	January 2026
Amendments:	1.8 (January 2026) • Inclusion of neurodevelopmental pathway 1.7 (January 2024) • Inclusion of subject leader role and LA role • Reference to SEN padlet • Inclusion of EBSA • Link to ordinarily available provision from BANES • Reference to SENDIAS 1.6 (January 2024) • Inclusion of sensory processing disorders, accessibility plan, one-page profiles • Addition of SASS and Bath behaviour panel to support y6-7 transition 1.5 (January 2023) • Minor alterations to vocabulary and grammar 1:4 (January 2022) • Definition of inclusion • Addition of autism champion • Amendment of local offer website • Amendment of ASD outreach to SASS and nurture outreach support (NOS) • Amendment to SE governor name • Addition of health care plans for residentials • addition of transition support funding 1:3 (January 2021) • Amendments to data percentages of SEND • addition of formal assessments to identifying SEND • inclusion of early help assessments • addition of mentoring services • addition of identification of need form • addition of Tapestry accounts 1:2 (January 2020) • Inclusion of vision • Updated overview of the school • Addition to roles and responsibilities • Addition of support plans throughout the document • Addition to adaptations to the environment • Addition to child's voice and parent voice • Amendment to external and specialist agencies • Inclusion of rainbow resource website link 1.1: (September 2018) • School name and logo change. • Rewritten introductory paragraph. • Updated contact details. • Addition of 'Thrive' assessments and support. 1.0: Original Document (September 2017)		

The purpose of this document is to clarify how we identify and help those children who may need extra support at school. We aim to recognise any difficulties as early as possible and put in place appropriate strategies. Often, we find that children only need the extra help for a limited time. In fact, most children in our school reach or surpass the national average in the SATs test at the end of Key stage 2. This includes children who have been identified at some time as having special educational needs. We believe a child makes better progress if there is a sound partnership between parents and the school. Good communication means everyone understands how best to help. Parents need to take part in their child's education and to be informed at all stages. This information is part of that process. We aim to provide every child with the best possible education and with the opportunity to develop into a well-rounded, well-balanced person. We are proud of our pupils and can assure you, that we always have their best interests in mind.

Who is this document particularly useful for?

This document is particularly useful for parents who a) have children with a SEND need already identified b) parents who may have children with a SEND need identified whilst at school.

As part of the Children and Families Bill, all schools are required to make available their Special Educational Needs and Disabilities (SEND) offer to families, detailing the support they offer. This document and the SEND policy, available both on our website and via the school office, provide answers to a variety of questions parents have asked regarding what support Bathwick St. Mary School can provide for their children. There is also a padlet with links to useful resources and websites for a variety of needs. https://padlet.com/allyelliott/send-1qcm3lncsyll4uf0

If you have a question that is not answered, or require further information, please contact our SENDCO (special educational needs and disability coordinator), Mrs Ally Elliott either by emailing: office@bsm.bwmat.org or telephoning the school on: **01225 465654.**

Alternatively, you can access the BANES local offer for SEND via their website https://livewell.bathnes.gov.uk for information about SEND resources, clubs and information in and around Bath.

For further support regarding SEND, then the charity SENDIAS is also available: Advice line: 01225 394382 (Monday to Friday 10am to 3pm an answerphone operates outside of these hours). Email: sendias@bathnes.gov.uk
Website: https://sendiasbathnes.org.uk/

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (January 2015)

The glossary (page 10) contains acronyms commonly used in SEND information.

Definition of Inclusion

According to the Committee on the Rights of Persons with Disabilities (UN 2016), inclusive education means:

- A fundamental right to education
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

A successful inclusive education implementation has the following in place:

1. inclusive polices that promote high outcomes for all students;
2. flexible and accommodative curriculum;

3. strong and supportive school leadership;
4. equitable distribution of resources;
5. teachers who are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse classroom

Current overview of the school

Bathwick St. Mary Church School has 7 classes, 1 class per year group. There are 226 pupils allowed on roll in any school year. There are 30 children per class in YR, Y1 and Y2; there are 34 children per class in years 3-6. Approximately 7% of pupils are eligible for Pupil Premium funding and approximately 20% of pupils are on the SEND register in school. The SENDCO (Ally Elliott) has been teaching at Bathwick St. Mary School since 1999 and has been SENDCO since 2016. She completed the statutory National Award for Special Educational Needs coordination in October 2019.

Our Vision for SEND and inclusion

At Bathwick St Mary Church School, we uphold the highest commitment to supporting, challenging and nurturing all children to enable them to achieve at school.

Our Inclusion and SEND vision is that children leave primary school:

- Having achieved their full potential and having made excellent progress in their learning;
- Having enjoyed reaching their goals;
- Having been both challenged and supported through high aspirations and expectations;
- Having received high quality teaching through a curriculum that is broad, balanced, relevant, fun and engaging, with a skilled and appropriately trained staff team;
- Having received expert and timely advice from external professionals if needed, in order to provide the best possible outcomes for learning;
- Having been included with equity in any lesson or activity within an ethos where everyone is respected and valued;
- Being proud of the special characteristics that make them unique, having a sense of self-worth and a sound knowledge of the personal value and purpose that they bring to the world in spirit, mind and body;
- Being able to think creatively and with independence;
- Having seen, studied and discussed diverse role models for gender, race and disability who have achieved success in different fields of expertise;
- Having developed an awareness, tolerance and respect for difference and change;
- Being proud in belonging, having contributed positively and participated fully in our community;
- Seeing the future as full of possibilities rather than challenges and being ready for the next steps in their education.

Roles and responsibilities

- **Who is responsible for SEND at Bathwick St. Mary School?**

  Parents/Carers are responsible fo**r:**
  - Ensuring that the school is informed of any changes to circumstances for SEND provision
  - Attending meetings related to their child
  - Supporting and contributing to any reports required for outside agencies or annual reviews
  - Keeping up to date with the progress of their child
  - Encouraging increasing independence at home and school
  - Contributing to and coproducing One page profiles, Individual plans (IP), Support Plans if needed

The **class teacher** is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet the strengths and needs of all pupils.
- Delivery of curriculum accommodates children with processing difficulties
- Showing awareness of learning need
- Checking on the progress of the child and identifying, planning and delivering any additional help a child may need.
- Writing Individual Plans (IPs) or support plans, monitoring and implementing, sharing and reviewing these with parents at least once each term.
- Writing One page profiles with the child and parent
- Applying the SEND policy and liaising with the SENDCo.
- Contributing to any EHCP reports and annual review meetings as required.

The **learning support assistant** is responsible for:

- Assisting the teacher to provide the best possible provision for a child with SEND
- Ensuring that a child with SEND remains as independent as possible.
- Implementing and monitoring IPs alongside the class teacher or external agency
- Completing monitoring and assessment within the APDR cycle
- assisting with writing one page profiles, individual plans and support plans in collaboration with the class teacher and SENDCo.

The **SENDCo** is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that all members of staff working with a child in school are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with a child in school are supported in delivering the planned work/programme for a 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.
- Liaising with any outside agencies who can offer specialist advice, support and help to help pupils overcome difficulties
- Providing specialist advice and facilitating training to ensure that staff are skilled and trained to meet a range of needs
- Ensuring good communication between the school and others
- Coordinating the implementation and review of an Education Health care plan (EHCP)
- Evaluating the effectiveness of the school's provision for pupils with SEND.
- Completing any Thrive assessments in school and arranging Thrive action plans.
- Communicating with parents of children with SEND
- Updating the SEN register regularly

School **subject leaders** are responsible for:

- Monitoring the curriculum, teaching and learning for their subject with due regard to pupils with SEND
- Ensuring that their subject is inclusive and accessible to all pupils.

The **head teacher** is responsible for:

- Day to day management of all aspects of the school including the provision for pupils with SEND.

The **governing body** is responsible for:

- Doing their best to ensure that pupils with SEND have the help they need to access the curriculum and participate fully in the life of the school
- Supporting the school to evaluate and develop the quality of provision for pupils with SEND.

The **local authority** is responsible for:

- The upkeep of EHCPs and amending EHCPS
- Consulting with other schools for any school move (e.g. year 6)) for children with EHCPS.

- Funding of EHCPs
- Updating the local offer at https://livewell.bathnes.gov.uk

- **Who can I talk to about my child's needs?**
  - The first point of contact for parents or carers is always the child's class teacher.
  - Some parents and carers speak informally to teachers after the school day, or request a formal appointment.
  - Class teachers also hold formal Parent Evenings three times a year.
  - Additional points of contact are:
    - Mrs. Ally Elliott, SENDCO and inclusion leader
    - Mr. Kevin Purkiss, Headteacher,
    - Mrs. Elaine Morley, SEND governor

  They can be contacted through:
  Email – office@bsm.bwmat.org
  Phone – 01225 465654

Curriculum and SEND Support

- **What needs could my child have?**
  In the Code of Practice, need is broken down into four Broad Areas.
  - Communication and interaction
    This need identifies those children who:
    - Have speech, language and communications needs.
    - Have difficulty with communicating with others.
    - Have difficulty saying what they want to.
    - Have difficulty understanding what is being said to them.
    - Have difficulty understanding the social rules of communication.
    - Have Autism or other conditions that may have particular difficulties with social interaction, difficulties with language and imagination which may impact on how they relate to others
  - Cognition & Learning
    This need identifies those children who:
    - Learn at a slower pace than their peers.
    - Have learning difficulties that cover a wide range of severe learning difficulties (SLD); profound and multiple learning difficulties (PMLD) where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
    - Have Specific Learning Difficulties (SPLD). This encompasses a range of conditions including Dyslexia, Dyscalculia and Dyspraxia.
  - Social, Emotional and Mental Health Difficulties
    Children may experience a wide range of social and emotional difficulties which appear in many ways. These can include, being withdrawn or isolated or exhibiting challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as:
      - Anxiety
      - Depression
      - Self-harming
      - Substance misuse
      - Eating disorders
      - Physical symptoms that are medically unexplained
      - Attention deficit disorder (ADD)
      - Attention deficit hyperactive disorder (ADHD)
      - Attachment disorder
      - Emotionally based school avoidance (EBSA)
  - Sensory and/or physical needs
    Children may require special provision because they have a disability which prevents or hinders them from making use of the general facilities provided. These can include;
    - Vision impairment (VI)
    - Hearing impairment (HI)
    - Multi-sensory Impairment (MSI)

- Physical Disability (PD)
- Sensory processing disorders.

- **How are children with SEND identified and their needs assessed?**
  - SEND can be identified at an early age or it can emerge later. Staff will seek to discuss difficulties with parents or carers regarding learning and development. All teachers are teachers of children with special educational needs.
  - Teachers may assess skills and attainment based on monitoring of progress which may be based on a number of indicators:
    - progress is significantly lower than that of their peers starting from the same baseline
    - a child's previous rate of progress is less than previously
    - there is a widening of attainment gap between a child and their peers
  - Teachers may use a variety of assessments and information to monitor progress.
    - Teacher focused assessment, which is ongoing on a day to day basis
    - Teachers passing information at transfer meetings at the end of each school year to the following class teacher
    - concerns raised by parents/carers, teachers or the child's previous school or pre-school
    - there is a change in the child's behaviour
    - a child indicates that they need specific help for something related to SEND code of practice
    - formal assessments
  - Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown.
  - A Thrive profile or assessment may be undertaken. Thrive is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.

- **What adaptions are made to the curriculum and learning environment for children with SEND?**
  - Bathwick St. Mary School has an inclusive environment which is accessible for the majority of children. Where additional adjustments are required (for example the fitment of a hearing loop system), they are made as necessary. There is limited wheelchair access. The school site has stairs from KS1 to KS2 and the library is positioned upstairs. There are toilet and changing facilities adapted for disabled users (grab rails) and wide doors in most of the school. There is a shower available. Sound clouds have been installed in the hall and Y4, Y5 and Y6 classrooms to improve acoustic reverberations which are particularly beneficial for children who are hearing impaired. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in the light of any individual need. An accessibility plan has been written, shared on the website and is reviewed regularly.

- **How does the school involve other bodies (e.g. health and social care, local authority and voluntary organisations) in supporting children with SEND?**
  - The school works collaboratively with other professional bodies in a wide variety of ways to best support children.

- **How will the curriculum be matched to my child's needs?**
  - Bathwick St. Mary School ensures all teaching is adapted to match the needs of each child. This is achieved through high quality planning and teaching, and may include multi-sensory teaching methods. This includes children who are very able or have a special educational need.
  - Some children may require more focused support and additional adults may be used to provide support where appropriate.
  - Some children who have a special educational need may require a more personalised targeted support to facilitate their learning and enable them to access the curriculum. These are called Individual plans (IPs), SEN support plans, or Education Health Care plans (EHCPs).
  - One-page profiles will be co-produced with parents and child for all pupils with an IP, support plan or EHCP in order to capture pupil voice and preferences for learning.

- The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

- **How will my child be included in activities outside the classroom including school trips?**
  - Activities and school trips are available to all children. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.
  - For activities that take place out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity. Support will be used to ensure that the trip is fully maximised for the benefit of the child. Sometimes, the school will draw up risk assessments referring to a specific child. Parents and carers can ask to see a copy of this risk assessment.
  - On residential visits, health care plans may be written to ensure that health needs are met whilst away from home.

- **What is the level of support my child can get both in and out of the classroom?**
  - The support your child receives will be tailored to their needs, through differentiated high-quality teaching, use of additional adults and personalised target programmes within a graduated approach (IPs, SEN support plans and EHCPS)

- **What support will there be for my child's overall well-being and mental health?**
  - The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher or the SENDCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child.
  - Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.
  - For some children, it may be appropriate for an Early Help Assessment (EHA) to be used to support the wellbeing of a child and their family. AN EHA essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family
  - For children with medical or sensory needs, the school can access the disability team at the hospital (RUH) in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.
  - An individual Thrive assessment may be undertaken to see where a child may need emotional support.

Training and resources

- **What is ordinarily available provision?**
  - This is provision that is usually provided as part of regular adaptations for all children who are not necessarily on the SEN register. A link to the BANES booklet for ordinarily available provision is here: https://thehub.bathnes.gov.uk/Article/153520

- **How are the school's resources allocated and matched to my child's needs?**
  - Bathwick St. Mary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality teaching which matches children's needs.
  - Where additional resources (such as a specific intervention programme like Speech and language) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCO). An individual plan or SEN support plan may be written which will include targets specific to the needs of the child. These targets are reviewed regularly and will include input from parents, child and teacher.
  - EHCPs are reviewed annually, with input from all professionals, parents and the child.
  - All children who receive support from external agencies will be included on the SEN register.

- **What specialist services and expertise are available to my child?**
    - As appropriate, Bathwick St. Mary is currently able to access external professional support, including:
        - Speech and Language Therapy (SLIP)
        - Occupational Therapy
        - Child and Adolescent Mental Health Service (CAMHS)
        - Educational Psychologists
        - Links with a School Nurse
        - Early help assessment (EHA) compiled when necessary
        - Specialist Autism Support Service (SASS)
        - Counselling Services
        - Paediatric services via the neurodevelopmental pathway approach
        - Social Care teams
        - Child protection Officers
        - Attendance and Welfare Support service (A&WSS)
        - Vision Support
        - Hearing Support
        - Physiotherapy
        - Bath Inclusion panel
        - GPs
        - Family Services directory
        - Charities e.g. Upside Down, Mencap, National Autistic Society, Dyslexia Action.
        - Thrive assessments for emotional well-being.
        - Mentoring such as Mentoring Plus OR Black Families Mentoring Services
        - Nurture outreach support services (NOS)
    - There are 4 registered Thrive practitioners in school as part of the school staff and one TA trained as an emotional literacy support assistant (ELSA).
    - The Autism champion in school is Ally Elliott.

- **What can I do if I am unhappy with the training and resources available to my child?**
    - The first point of contact for parents or carers is always your child's class teacher.
    - Mrs. Ally Elliott (SENDCO) and Mr. Kevin Purkiss (HEAD TEACHER) are available to discuss the Support and provision for a child with SEN.

Assessment and Review

- **How is the decision made about what type and how much support my child will receive?**
    - Bathwick St. Mary School strives to identify any special educational need as early as possible in order to provide the appropriate support. A teacher will complete an identification of need form and share this with parents and SENDCO, in order to identify the next steps for any additional support or referral.
    - Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCO and Inclusions Leader where appropriate.
    - Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.
    - If a child joins from another school, information provided by the feeder school, along with internal assessments, will identify needs, resources and support for the child.
    - A child may be added to the SEN register if they are receiving external support from another agency, such as Speech and Language. They may also be removed from the SEN register if they no longer need support that is in addition to quality first teaching.

- **How are parents and young people involved in the assessment and review of needs?**
    - Children play an active part in target setting and reviewing their progress, along with parents and carers. We have an 'open door' policy where parents and carers are invited to discuss their children's needs.
    - Through Parent Evenings and SEND review meetings, parents are involved in the assessment and review of needs.
    - If an EHCP, SEN support plan or an IP has been written, then these are reviewed regularly with parents, child, teacher and outside agencies contributing to the review.
    - Communication may also happen through other means e.g. a home/school communication book, or TAC/TAF (Team around the Child/Family) meeting or an on-line Tapestry account.
    - Parents will be informed if their child is included on the SEN register and when removed from the SEN register.
    - One-page profiles are co-produced with teacher, parent and child.

- **How do we evaluate the effectiveness of provision for children with SEND?**
    - We carefully monitor the progress each child makes and evaluate the impact of additional interventions. We assess and review this carefully and make adjustments as necessary. The School's Provision Map, which is updated regularly through the school year, records the nature and frequency of support given to children with SEND.
    - If a child has an EHCP, then a review will take place annually to discuss the changing needs of the child. All professionals, parents and the child will be invited to contribute to the meeting, through reports and attendance.
    - All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the LA through an EHCP. Parents can also request that the LA carry out a statutory assessment of your child's needs. This is a legal process and more details can be found about this either from the school or from the LA by contacting the Parent Partnership Office.

Communication

- **How will the school keep me informed about my child's progress?**
    - At Bathwick St. Mary School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child's education.
    - Parents are also able to find out about their child's progress through Parent Evenings, SEND review meetings, Annual Reports, Reading Records in Key Stage One, and both formal and informal discussions with your child's teacher and/or SENDCO. An online Tapestry account may also be used for communication to parents.

- **How will the school keep me informed about issues and problems with my child at school?**
    - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, by letter, email or text or online via Tapestry.

- **How will I know what the school's expectations are for my child's progress?**
    - In Parent Evenings and SEND review meetings, your child's teacher will inform you about your child's progress. Your child will also receive an Annual Report, detailing their progress in each curriculum area.

- **How will my child's voice be heard?**
    - Bathwick St. Mary School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
    - Your child will be involved in the setting and reviewing of targets.
    - There is a school council made up of pupil representatives from each class.
    - Regular circle times are also timetabled, where children are encouraged to give opinions in a non-threatening and inclusive environment.

- For children with communication needs alternative methods will always be explored, e.g. use of Makaton, writing or technology.
- When a One-page Profile is written, the child will always be included in the process.
- Children with EHCPs are invited to attend their annual review meeting from Year 3 and a pupil report is also completed with the support of parents for all children with EHCPS.
- There is a designated Autism Champion in school (Ally Elliott).

Transition

- **What are the transition arrangements from pre-school or nursery to Bathwick St Mary School and from Bathwick St. Mary School to a secondary school?**
  - Bathwick St. Mary School has close links with a number of pre-schools in the local area. Induction for all Early Years children takes place in Terms 5 and 6, and usually this includes 40 minute 'Play and Story' times, a half day in school, and an induction meeting for parents.
  - Reception teachers (and SENDCO where appropriate) also visit pre-school settings to observe children and discuss their early years progress with pre-school staff.
  - For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website).
  - Bathwick St. Mary School has close links with secondary schools in Bath in both the state and private sector. We aim to work collaboratively with each school to ensure a smooth transition from the end of primary school to the beginning of secondary school. Often, staff from secondary schools will visit Bathwick St Mary to meet the children transferring to their establishment. Teachers will inform secondary school of any SEND needs for children transferring to them at these visits.
  - There is usually a day visit organised in July in which pupils are able to experience a day at their chosen secondary school.
  - We can arrange additional visits to each of the secondary schools for children with additional needs prior to them starting school. These will usually include the SENDCO department for the secondary school.
  - All records about your child are passed on as soon as possible.
  - Transition Support funding can be applied for if there is a need for additional support for transition from one setting to another. This may be from Nursery to Reception or from Year 6 to Year 7.
  - The specialist Autism support service and Bath inclusion panel can also support key transition points such as Year 6-7.

- **How could I arrange a visit before my child starts at the school?**
  - Visits to the school are warmly welcomed. You will be given a personal tour of the school by the Headteacher, Mr. Kevin Purkiss. Please contact the school by emailing: office@bsm.bwmat.org

GLOSSARY OF TERMS	
IP	Individual Plan
SENDCO	Special educational needs and disability coordinator
OT	Occupational therapist
EP	Educational Psychologist
Makaton	Sign language
CMEO	Child missing education officer
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
Multi-sensory	Resources that are accessed through a range of senses

CAMHS	Child & Adolescent Mental Health Service
EHA	Early health assessment
TAC/TAF	Team around the child /family
SLIP	Speech and language inclusion partnership
SLD	Severe Learning Difficulty
PMLD	Profound and multiple learning difficulties
SPLD	Specific learning difficulties
ADHD	Attention Deficit and Hyperactivity Disorder
VI	Visual Impairment
HI	Hearing Impairment
MSI	Multisensory Impairment
PD	Physical Disability
RUH	Royal United Hospital, Bath
LA	Local Authority
BANES	Bath and North East Somerset
APDR cycle	Assess, Plan, do, review cycle
SASS	Specialist Autism support service
A&WSS	Attendance and welfare support service
ELSA	Emotional literacy support assistant
EBSA	Emotionally based school avoidance
SENDIAS	Banes SEND independent advice service