SEND Policy 2026 - 2027

Priority 1	Priority 2	Priority 3
'No Child left behind'	Consistency in achieving excellence	Personal growth and positive futures

APPROVED BY TRUSTEES: OCTOBER 2026

REVUE: SEPTEMBER 2027

Overview

This policy is to ensure that the Academy has correct procedures in place to support pupils with SEND and that staff know what to do if they are working with a pupil with SEND.

At Chadwell Heath Academy we have a whole Academy approach and culture around inclusive and adaptive teaching therefore this policy applies to all staff, learning support assistants, volunteers, and governors in this school. Our policy and procedures also apply to extended Academy and off-site activities.

Every employee, Trustee and volunteer who assists the Academy is under a general legal duty:

- to include all students in the Academy environment
- to be aware of the Academy's SEND policy and systems to support students

The policies, background information and procedures in this policy are often interconnected. The first three sections provide a summary of the key personnel, mission statement and procedures.

For the purposes of this policy, 'staff' means all adults in the Academy teaching and non-teaching.

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Key Inclusion Contacts:

Contact can be made during Academy opening times:

Monday to Friday: 8.30am till 4pm
Not during weekends, Academy holidays or Academy closure.

SENDCOs	Mr Matthew Green Ms Louise Roberts 0208 252 5151 mjgreen@chadwellacademy.org.uk lroberts@chadwellacademy.org.uk senco@chadwellacademy.org.uk
HLTAs	Mrs Lesa Postbeschild lpostbeschild@chadwellacademy.org.uk Miss Bruna Franco bfranco@chadwellacademy.org.uk Miss Jordy Stretton jstretton@chadwellacademy.org.uk
Line Manager of Inclusion	Mrs Katja Hirnschrodt – Deputy Headteacher khirnschrodt@chadwellacademy.org.uk
Headteacher	Mr R Poddington
Chair of Board of Trustees	Mr K Wilkinson
Designated Trustee for SEND	Mr D Shah
External Lettings	Mr J Lowndes
Single Central Record	Mrs T Johnson

1. Aims and objectives

Our SEND policy aims to:

- Make sure the Academy fully implements national legislation and guidance regarding pupils with SEND
- Set out how the Academy will aim to:
    - Support and make provision for students with special educational needs and disabilities
    - Provide students with SEND access to all aspects of Academy life so they can engage in the activities of the school alongside students who do not have SEND
    - Help students with SEND fulfil their aspirations and achieve their best
    - Help students with SEND become confident individuals living fulfilling lives
    - Help students with SEND make a successful transition into adulthood
    - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the students
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the students
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

The Academy will provide all pupils with access to a broad and balanced curriculum.

The Academy is committed to making sure all students have the chance to thrive and to support them to meet their full potential.

The Academy is focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students

Our Inclusion Department vision is outlined below:

- To foster **independence** and **autonomy** in 'students' learning
- Making learning **accessible** to all
- Supporting students to work towards and achieve their goals
- **Fostering positive working relationships** with students and creating **a sense of belonging** in the school
- **Enrichment** outside the classroom
- Equipping students with **skills for life**

4. Roles and responsibilities

It is the responsibility of the **Board of Trustees** to determine the SEND policy of the Academy, ensuring that it complies with all legal responsibilities.

4.1 The Designated Trustee For SEND

The designated Trustee for SEND will

- help to raise awareness of SEND issues at Board of Trustee meetings,
- monitor the quality and effectiveness of SEN and disability provision within the Academy through reports from the SENDCOS
- update the Board of Trustees on their work with the Headteacher and SENDCos to implement the strategic development of the SEN policy and provision in the Academy

4.2 The Headteacher

The Headteacher is responsible for implementing the vision and strategic development of the SEND policy as provided by the Trustees. The Headteacher will allocate the department the financial funds to ensure that the vision of the Board of Trustees is delivered.

Responsibilities:

- identify any patterns in the type of SEND need, both within the Academy and in local and national data, in order to assess the impact on the Academy's SEND provision
- ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- have responsibility for allocating the Academy's national SEND budget and any additional funding allocated by the LA to support individual students
- regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access

4.3 Line Manager

The Line Manager is responsible for supporting the Headteacher and the SENDCOs with the practical implementation of the vision and strategic development set out by the Board of Trustees.

- to provide the Headteacher and the Trustee with an overview of the provision for students with SEND, and their progress
- have responsibility for advising the Headteacher on the allocation of the Academy's national SEND budget and recommending on priorities
- provide the Headteacher with regular updates on the breadth and impact of the SEND support the Academy offers or can access,

- coordinate all SEND related provision with the LA in reviewing the provision that is available locally and in developing the local offer

4.4 The SENDCos

The SENDCos work in collaboration with the Headteacher, the Board of Trustees, Line Manager and staff to develop a clear strategic direction for SEND to oversee the day-to-day operation of the Academy's SEND policy to coordinate and develop high quality provision to meet the needs of students with SEND.

Responsibilities

- work in partnership with parents/carers of students with SEND and teachers to develop and review effective support.
- liaise with the relevant Designated Teacher where a LAC has SEND
- advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies.
- ensuring that appropriate referrals are made, and strategies are implemented to liaise with other schools.
- to ensure that students make smooth transitions between school placements.
- to work with the Headteacher and the Board of Trustees to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements to promote the inclusion of pupils with SEND in the Academy community, ensuring they have access to the Academy's curriculum, facilities, and extra-curricular activities.
- to ensure that the records of students with SEND are maintained and kept up to date.
- to support and advise teachers about adaptive and differentiated teaching methods appropriate for individual students with special educational needs.
- to coordinate the effective deployment learning support assistants, providing support and training as needed.
- to contribute to the in-service professional development of staff in relation to SEND
- line manage the team of HLTAs and LSAs.
- to ensure that appropriate access arrangements are in place for examinations
- to advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Quality assurance - To produce regular reviews for the Board of Trustees of the effectiveness of our provision focussed on social, emotional and academic outcomes for students with SEND.

4. 4 Heads of Year

To liaise with the SENDCOS ensuring that students with SEND in their care are supported in all aspects of Academy life.

4.5 Heads of Department

To ensure that departmental provision reflects the needs of SEND students within their care.
To evaluate progress the progress and outcomes of students with SEND.

4.6 Class teachers

Each class teacher is responsible for the progress and development of every student in their class working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching working with the SENDCOs to review each student's progress and development and decide on any changes to provision ensuring they follow this SEND policy.

4.7 HLTAs

The HLTAs primary role is to ensure that student needs are being met within the wider Academy framework. HLTAs are responsible for the running of interventions and sessions which are a statutory part of a student's EHCP aimed at fostering greater independence and understanding. They also contribute to the organisation of the department in terms of staffing, coordinating programmes such as the reading and EAL programme and supporting LSAs.

4.8 LSAs

The LSAs role is to support students with their learning under the direction of the class teacher and/or the SENDCOs. They are responsible for implementing strategies recommended by the teacher, SENDCOs or professionals from external agencies to develop the independence of the students with whom they work. It is their duty to also to provide feedback to the teacher and/or the SENDCOs on the progress of the pupils with whom they work to inform planning and review.

LSAs use and contribute to maintaining Pupil Passports and Learning Plans.

5. SEND information

Please see below in Appendix A for full information in our SEN Information Report

6. Monitoring arrangements

A report on SEND provision will be written by the SENDCOs and presented at each Board of Trustee meeting

An end of year review of the policy and its implementation will be written by the SENDCOs and presented to the Board of Trustees.

7. Links with other school policies and documents

- Equality Policy
- SEND Information Report
- Accessibility Action Plan
- Health and Safety Policy
- Pupils with Medical Conditions Policy
- Behaviour Policy
- Exclusion and Suspension Policy

Appendices

Appendix A – Definition of SEND

Definition

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream school.

Appendix B – Legislation and Guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for EHC plans, SENDCOs and the SEND information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose EHCP names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Appendix C – SEND Information Report

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1. How does CHA know if my child needs any extra support?

For students who join the Academy in Year 7 a form requesting information about all new student' needs is sent to their previous schools. In addition, the SENDCos visit the main feeder primary schools during the summer term of Year 6 for the new Year 7 intake to collect more information about children's needs. The SENDCos works closely with SENDCos from feeder schools to ensure smooth transition, capture need and put in place necessary provision to meet need.

Year 6 pupils transitioning to Chadwell Heath Academy in Year 7 spend a morning at the Academy. On this morning, they are given a computer-based reading comprehension test and, during the first term of Year 7, a test of developed abilities (MIDYIS). For pupils with existing SEND or who already have an EHCP, there is an additional visit to allow pupils to meet any key workers, pastoral links and staff that will be supporting them throughout the year.

For pupils who join the Academy after the start of Year 7, the SENDCos attend the interview with the Head of Year so that any additional needs can be identified and appropriate provision can, wherever possible, be put in place.

The SENDCos meet with each Head of Year at least four times per year to review ~~pupils'~~ students' progress after the end-of-module assessments. There are regular reading

assessment meetings with the reading co-coordinators to review progress and plan support for students who have difficulties in the four key areas of reading comprehension: literal comprehension, vocabulary, inference, and analysis.

If further additional needs are identified once students are on roll, teachers are asked to complete a SEND referral form. This is passed to the SENDCos who will carry out an in-class observation and meet with parents. As the first step to supporting students with SEND is Quality First Teaching, Heads of Year and Subject teachers are also advised on next steps with regards to adaptive teaching. In some cases, the SENDCos (with parents' consent) may refer to an external agency such as SENDATs for additional assessments.

The Academy adopts the **graduated approach** and four-part cycle of 'assess–plan–do-review' as recommended in the SEND Code of Practice. All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. Inadequate progress might be that which:

• is significantly slower than that of their peers starting from the same baseline fails to match or better the child's previous rate of progress fails to close the attainment gap between the child and their peers or widens the gap.

• has a disability which affects their access to the curriculum.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCOs, and will contact you to discuss the possibility that your child has SEND.

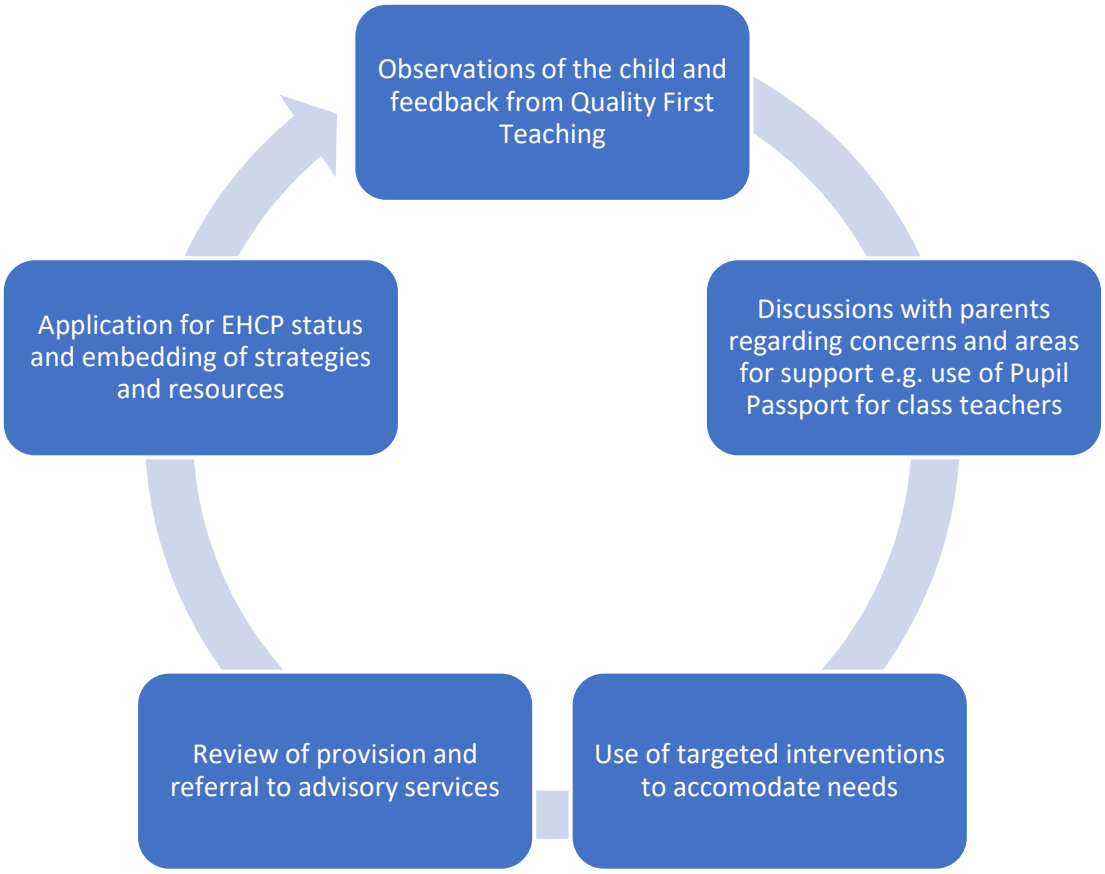
The SENDCOs will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCOs will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCos will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the Academy's SEND register, and the SENDCOs will work with you to create a SEND support plan for them.

Please see below a flowchart explaining how the process may develop in identification of pupils with SEND once they are on the SEND register:



CHA provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties e.g. speech, language and communication difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional, and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

	Physical impairment
	Developmental Coordination Disorder (DCD) often known as dyspraxia

2. Which support will my child receive, and who from?

CHA has a wide range of interventions available to students as well as a team of LSAs who provide support in lessons, such as:

- Reading Interventions
- Social Stories
- Emotional Support

The Hub is the name of the Inclusion Department and the staff working with and overseeing provision for students with SEND needs or requiring emotional support or mentoring. The Hub works closely with subject departments and Heads of Year to ensure young people with additional needs receive the support they need.

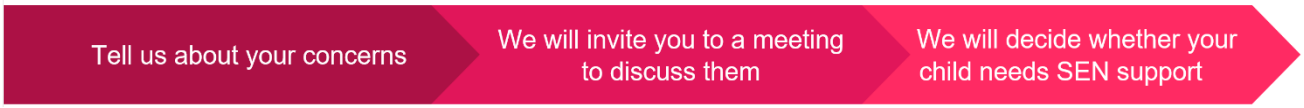
The Hub offers a Homework Club run at lunchtimes which provides access to a quieter space for those students who may struggle with busier environments.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will endeavour to work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Specialist Educational Needs Advice and Training Support (SENDATS)

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should contact id the HoY.

You can contact the Academy Office to direct you to the contact address of the HoY.

They will pass the message on to our SENDCOs who will support them in working together with you and your child.

If your pupil is known as a ~~pupil~~ student with SEND or being assessed, you can also contact the SENCos directly at senco@chadwellacademy.org.uk

If there are ongoing concerns with your child that have been addressed by the HoY and are persistent, the SENDCos will organise a meeting with you and your child.

We will endeavour to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will I know how my child is doing in the Academy?

Parents and Carers are informed of their child's progress through termly interim progress reports and Parents Evenings.

The inclusion department including the SENDCOs and LSAs make regular contact with parents and carers in the following ways:

- Annual Reviews for those with EHCPs
- Advice on how to support learning in the home
- Regular contact between home and
- Individual pupil and teacher conversations
- Contact with emotional support worker where appropriate

5. How will you help me to support my child's learning?

CHA supports your child's learning in a range of ways:

- students are given regular homework to support learning. Please see the Homework policy for further information on pupil expectations for completing work in their own time.
- Homework club runs daily to allow pupils to catch up on any missed work or complete any extra studies.
- We have an online learning platform, SAM Learning, which is a resource that students access as support alongside their learning in the classroom and at home.
- students are assessed **every module (8 weeks)** in all their subjects to assess their current progress linked to each unit of learning.
- Parents Evenings take place once a year at various points in the year for all year groups, which the SENDCos attend if there are any queries you have about your child's progress.
- External speakers attend the Academy to educate pupils on wider social issues e.g. bullying, online safety, safety using public transport to support your child's development
- students are referred to Examination Access Arrangements if they require any targeted support in formal exam contexts at the discretion between the Academy, parents and the child

6. How will the curriculum be adapted to meet my child's needs?

Your child's teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will endeavour to ensure that your child has access to a broad and balanced curriculum in every year they are at CHA

We will make adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- A Student Passport may be drawn up – this document gives an overview of strengths, needs and ways of supporting learners needs in the classroom.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis when it is stated in their EHCP
- Teaching assistants will support students in small groups when it is mentioned in their EHCP

We may also provide the following interventions:

These interventions are part of our contribution to Redbridge's local offer.

In Key Stage 3, some students may be withdrawn for interventions such as KS3 Phonics, Maths, Story writing and ASDAN Key Steps. If a student is unable to attend the Academy for medical reasons such as recovery from an operation, we will endeavour to support students to access this work from home through alternative provisions, such as Home Tuition or the use of an AV1 robot.

At Key Stage 4, some students who may struggle to achieve the full range of GCSEs take ASDAN Bronze Award which enables them to take one fewer GCSE and focus on key life skills and support in their core subjects. A small number of students take Entry levels in some subjects if they are finding it difficult to gain a grade at GCSE.

As stated above every student on an EHCP and some identified to have SEND will have a student Passport informing teachers and LSAs of their strengths, barriers to learning and strategies which assist them in learning successfully. Teachers also regularly track student progress and provide appropriate support and adaptation as required. SENDATS staff and other professionals send regular strategies and updates which are shared with LSAs and teaching staff to enable students to access the curriculum for those who have had referrals made.

7. How will the Academy make sure my child is included in activities outside of the classroom including school trips?

Students with SEND are encouraged to take part in all school activities. This includes trips and clubs. We risk assess all external activities and support is given by LSAs as appropriate. Students who have difficulties adapting to change are prepared for the trip in advance to ensure they are comfortable with the arrangements. CHA is committed to making reasonable adjustments so that everyone can participate.

8. How accessible is the Academy environment?

Many classrooms, apart from two, are fully accessible so that students can be taught in a subject specialist setting. Automatic doors, ramps and lifts enable access throughout the building and all areas of the playground. We have disabled toilets throughout the building.

If a student needs specialist equipment due to physical or medical needs, the SENDCos will endeavour to liaise with the relevant professionals to secure the equipment needed and any training for staff required in it use.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. How will the Academy support my child's overall mental health and wellbeing?

We provide support for students to progress in their emotional and social development in the following ways:

- students with SEND are encouraged to be part of the House Captain and Academy Leaders system
- students with SEND are also encouraged to be part of extracurricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by conducting wellbeing surveys which take place every term so your child can report any concerns they have around the Academy. Pastoral leaders and senior leaders support your child with issues that are brought up.
- We have a 'zero tolerance' approach to bullying. We respond to bullying by carrying out thorough investigations and holding all members of events to account

The Academy has a strong RSHE & PSHE curriculum that supports student well-being and social and emotional development. In addition, students regularly meet with their key worker to discuss school, and any issues or concerns are discussed and success is celebrated. Where there are concerns about well-being, we may make a referral to the Academy's emotional support team, CAHMS or SENDATS if necessary.

10. How will the Academy prepare and support my child when joining CHA or transferring to a new school or post-16 provision?

Between schools

When your child is moving on from our Academy we will be in contact with the incoming school with key information that you would like us to share with them.

The SENDCo of the primary school meets with our SENDCOs to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Between key stages

When your child is moving between different key stages, we hold meetings throughout the year discussing key decisions and deadlines that need to be discussed.

If your child has an EHCP, the transition between key stages is discussed as a key point in the Annual Review meetings to support your pupil as best as possible

Moving into adulthood

We aim to provide all our students with appropriate advice on paths into work or further education.

We endeavour to work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

11. Who can I contact for further information?

SENDCOs:

senco@chadwellacademy.org.uk

Please read the SEND Policy in conjunction with this SEND information Report which is available on the school website.

Our local authority's local offer is published here:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1

12. SEND Glossary of Terms

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the Academy provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND support** – special educational provision that meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

There are many acronyms used in SEND. Here is a glossary of terms to support:

Attention Deficit Disorder	**ADD**
Attention Deficit Hyperactivity Disorder	**ADHD**
Attendance Advisory Practitioner	**APP**
Autistic Spectrum Disorder/Condition	**ASD/C**
Common Assessment Framework	**CAF**
Children and Young People	**CYP**
Child & Adolescent Mental Health Service	**CAMHS**
Code of Practice	**CoP**
Developmental Co-ordination Disorder	**DCD**
Education, Health & Care Plan	**EHCP**
Educational Psychologist	**EP**
Free School Meals	**FSM**
Hearing Impairment	**HI**
Individual Education Plan	**IEP**
In School Review	**ISR**
Key Stage 3/4	**KS3/4**
Looked After Child	**LAC**
Local Education Authority	**LEA**
Moderate Learning Difficulty	**MLD**
National Curriculum	**NC**
Oppositional Defiant Disorder	**OD**
Occupational Therapist/Therapy	**OT**
Profound and Multiple Learning Difficulty	**PLMD**
Pastoral Support Programme	**PSP**
Pupil Premium Grant	**PPG**
Speech & Language Therapy	**SaLT**
Strengths and Difficulties Questionnaire	**SDQ**
Social, Emotional and Mental Health	**SEMH**
Special Educational Needs & Disability	**SEND**
Special Educational Needs and Disability Co-ordinator	**SENDCo**
Speech, Language and Communication Needs	**SLCN**
Specific Learning Difficulty	**SpLD**
Severe Learning Difficulty	**SLD**
Specialist Teacher	**ST**
Team Around the Child	**TAC**
Team Around the Family	**TAF**
Visual Impairment	**VI**