



# Hanslope Primary School

## SEND Information Report - September 2025

### Contents

1. Aims.....	1
2. Legislation and guidance .....	1-2
3. Definitions.....	2
4. Roles and responsibilities .....	2-3
5. SEN information .....	3-13
6. Monitoring arrangements.....	13
7. Links with other policies and documents .....	13
8. Appendices:.....	14-16
Appendix 1: Children and Families Bill 2013	
Appendix 2: Glossary of key terms	

### Our School

#### 1. Aims:

**At Hanslope school we believe in achievement, ambition and progress for all children.**

- We aim to meet the needs of individual children through highly effective teaching and learning.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals (such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS)) to ensure that the school can meet a broad range of special educational needs.
- We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and using a wide range of strategies to foster a culture of life-long learning and independent living skills for all children.

## **2. Legislation and guidance:**

In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The school has a SEN Policy that defines our aims and objectives and this is on our website and is available as a hard copy from the school office to any parent on request. The policy is updated regularly and is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## **3. Definition of Special Educational Needs and Disability (SEND)**

The Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014) definition of SEND:

A child has special educational needs if he/she has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if they have:

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

A child with additional needs is NOT considered to have SEND if:

- the language spoken at home is different from the language used in school i.e. English is not their first language.
- the child has exceptional abilities i.e. is gifted and talented

The Code of Practice (2014) outlines the following broad areas of need:

**Sensory and/or Physical needs** which includes visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical difficulties (PD)

**Cognition and Learning** which includes moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).

**Communication and Interaction** which includes speech, language and communication needs (SLCN), Social Communication Difficulties (SCD) and Autistic Spectrum Condition (ASC).

**Social, Emotional and Mental Health needs** which includes attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), oppositional defiant disorder (ODD), attachment disorder, anxiety and depression.

#### 4. Roles and Responsibilities:

##### How will the school staff support children who are identified as having special educational needs and/or disabilities?

###### **SEN Governor**

They are responsible for supporting school to evaluate and monitor quality and impact of provision for pupils with SEN across the school.

###### **Head teacher**

They are responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN. Our Head teacher is Mr Ryan Brown. His email address is: [ryan.brown@hanslope.milton-keynes.sch.uk](mailto:ryan.brown@hanslope.milton-keynes.sch.uk)

###### **SENCo**

They are responsible for coordinating provision for children with SEND and developing the school's SEND policy ensuring, alongside class teachers, that parents are:

- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful transition to a new class or school
- Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Our SEN Co-ordinator is Mrs Kathryn Curtis. Her email address is: [Kathryn.curtis@hanslope.milton-keynes.sch.uk](mailto:Kathryn.curtis@hanslope.milton-keynes.sch.uk)
- Our Well-being and Mental Health Coordinator is Charlotte Johnston. Her email is: [charlotte.johnston@hanslope.milton-keynes.sch.uk](mailto:charlotte.johnston@hanslope.milton-keynes.sch.uk)

###### **Class teacher**

They are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying and planning the delivery of any additional support (support may be delivered by other adults within school).
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND / Inclusion policy. - If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENCO.

#### 5: SEN information:

##### 5.1 SEN in our school:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate learning difficulties.

## **5.2 Identifying pupils with SEN and assessing their needs:**

At Hanslope School children are identified as having SEN through a variety of ways including:

- Liaison with a child's previous school/early years setting
- Through observation, assessment and through the tracking of individual pupil progress.
- Pupil progress meetings with Senior Leadership Team.
- Concerns raised by parents/carers
- Concerns raised by a child's class teacher or school SENCo
- Liaison with external professionals (e.g. speech and language therapist)
- A medical diagnosis
- First Assess Communication Tool (FACT)
- Inclusion Development Programme (IDP) – Provides checklists to support identification of needs such as Dyslexia.

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised (by parent or teacher) and addressed through normal classroom practice. The child may be added to our Record of Concern register whilst they are being monitored and extra provision put in place.

If the child does not progress and it is felt his or her needs are additional or different from normal classroom practice, then the child will be assessed following our SEN pathway. The class teacher will use the FACT and/or FACT+ identification document appropriate for the key stage. Parents/carers will be contacted to discuss placing the child on the Special Educational Needs Register as Teachers will then put in place targeted provision in the form of individual or small group support. Specific intervention programmes will be given at this stage.

In some cases, a child's needs cannot be met by the above and an Education, Health and Care plan (EHCP) may be considered.

### **What should a parent/carer do if they think their child may have special educational needs and/or disabilities?**

- Communicate via your child's class teacher initially
- Make an appointment to discuss any concerns with the SENCo.

## **5.3 Assessing and reviewing pupils' progress towards outcomes and consulting and involving pupils and parents:**

### **How will both school and the parent know how the child is progressing and how will school help the parent to support child/young person's learning?**

- Ongoing monitoring by the class teacher and the SENCo takes place to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities.
- After discussions with key staff and parents, appropriate additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties.
- The views of the pupil or young person about their support will be given consideration at this stage. This additional support is documented in the form of a 'pupil passport'.
- Where outside agency support may be necessary a Milton Keynes Support Plan (EHC) will be put in place too. In consultation with parents, short term outcomes are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each pupil's strengths as well as their difficulties.
- In some cases, support from a Teaching Assistant may be allocated.
- Formal review meetings are held termly to review children's progress against given targets and to discuss new targets. Parents and, when appropriate, pupils are invited to this review.
- Pupils will also termly update their pupil passport alongside their teacher and their targets will be discussed with them. The impact of support offered is considered along with the progress towards targets set. Support arrangements will then be updated and revised accordingly.
- Mainstream schools have funding delegated to their budgets according to needs. Mainstream schools contribute up to the first £6000 (approx. 13 ¼ hours of TA support) for each pupil on a SEN stage of the Code of Practice. Resources and equipment for children with SEN will be provided from this budget. Top-up funding can be applied for in the case of children whose high needs support exceeds £6000. To access this funding schools have to show clearly the provision they have in place using their delegated resources. This will be evident from the school's provision management. Funding will relate to the level of need.

#### **5.4 Our approach to teaching pupils with SEN and disabilities:**

### **How will the curriculum be matched to child/young person who needs extra support or has special educational needs and/or disabilities?**

Quality teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting lessons to meet the diverse range of needs in each class. Planning considers individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are deployed flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills.

Intervention programmes will be planned as required and carried out to support children to make progress with their learning.

Class teachers will organise and plan for intervention with support from the SENCO or outside agencies.

Changes may be made within the learning environment where necessary such as provision of individual workstations, quiet areas, additional resources or other adaptation that may help children to better access their learning.

Inclusion is key at Hanslope and modifications may be made to both educational and physical activities to enable all children to take part in all activities alongside their peers. This may be in the form of additional adult support or by making the activity more accessible. Where necessary, the school will seek further support to ensure all lessons, activities and clubs can be accessed by all children.

#### **Strategies/programmes to support speech and language:**

- Speech and Language Therapist advice disseminated to and followed/implemented by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice.
- Speech and Language professional working alongside pupils – x2 a month.

#### **Strategies to support/develop English inc. reading:**

- Small group intervention programmes to support reading and writing
- Ability setting for phonics
- Additional reading support
- Opportunities for over learning.

#### **Strategies to support/develop Mathematics:**

- Small group intervention programme to fill gaps and consolidate learning
- Dedicated Mathematics skills time in lessons.
- Opportunities for over learning.

#### **Strategies/support to develop independent learning:**

- Visual timetables for class & individuals who require it
- Learning intentions clearly displayed or verbalised
- The use of Steps to Success.
- Use of support and withdraw when giving adult support.
- The use of working walls and washing lines to display prior learning.

#### **Strategies/ support for children's emotional, mental and social development:**

- Skills taught in PHSE lessons
- Social skills intervention groups
- Brain breaks or activities to reduce stress or anxiety
- Sensory activities and resources in the classroom
- 1:1 counselling or therapy.

**What support is offered from the school to ensure the well-being of the child/young person who requires extra help or has special educational needs and/or disabilities?**

**Strategies to support the development of pupils' social skills and enhance self-esteem**

- Small group programmes
- Daily or Weekly celebration opportunities
- Lunchtime/afterschool clubs
- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
- Mentors are provided where necessary
- Support from a teaching assistant or teacher
- Regular contact and liaison with parents
- Skills taught in PHSE lessons
- Brain breaks or activities to reduce stress or anxiety
- Sensory activities and resources in the classroom
- 1:1 counselling.
- Class rewards

**Transition support when transferring from one-year group to another as well as to Primary/Secondary School**

- Consistency of approach by all adults i.e. all adults aware of pupils needs
- Strategies to support / modify behaviour
- School sanctions and reward systems as set out in the School Behaviour Policy
- Extra or modified transition arrangements may be used as necessary
- Advice from outside agencies.

**Support/supervision at less structured times of the day including personal care**

- Adult support as appropriate during break and/or lunchtimes
- The medical room is staffed during lunch by trained staff with the vast majority of school staff trained to deliver first aid.
- Individualised programmes may be put in place to support children during breaks where necessary.

**Planning, assessment, evaluation and next steps are always agreed through**

- Regular reviews with parents
- Pupil progress assessed and reviewed termly with senior leaders
- Support plans set with SMART targets for pupils who have identified needs. These are reviewed termly using the allocated provisions to help assess and review.
- All lessons and homework differentiated to take account of individual needs
- Provision map available in school showing all the provision in each year group – Edukey system.

**What specialist services and expertise are available at or accessed by the school?**

Hanslope School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

The school is required to contact the SEN advice line in the first instance and a child must have a SEN Support Plan before outside agency support can be accessed. The school may be required to put further provision in place following this contact before a referral can be made.

- Regular meetings as required (These may be virtual, over the phone or person).
- Meetings with the SENCo – meetings can be booked through the school at any time if there is any concern. Please use [kathryn.curtis@hanslope.milton-keynes.sch.uk](mailto:kathryn.curtis@hanslope.milton-keynes.sch.uk) to arrange a meeting. Please contact the class teacher in the first instance.
- Referrals to outside agencies, as required, following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits or advice
- EMA Network (Ethnic Minority Achievement Network) visits
- Medical Professionals – requesting advice as needed
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care.

### **5.5 Expertise and training of staff:**

#### **What training has been provided or what are you planning to offer for staff to support children/young people with special educational needs and/or disabilities?**

Training is delivered as required. This could be in the form of updates or new training.

Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND.

An ongoing programme of training is developed each year to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Staff can also access the training provision provided termly by the SEN team to address specific training needs, Milton Keynes has an advice line which schools can contact for advice to review, evaluate and develop provision for pupils who have the most complex needs. The SENCo can also liaise with the MK SEND team for advice to review, evaluate and develop provision for children on the SEN register.

### **5.6 Securing equipment and facilities:**

#### **How are the school's resources allocated and matched to children/young people with special educational needs and disabilities?**

The school has a SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children. For example:

- Purchasing specialist equipment to support a need e.g. a writing slope or exercise books using coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes
- Providing a Teaching Assistant to support small group learning
- Providing any resources to support learning in any area.
- Providing necessary training.

### **5.7 Enabling pupils with SEN and disabilities to engage in activities available to those in the school who do not have SEN or disabilities:**

### **How will children be included in activities outside the classroom including school trips?**

- Activities and school visits are available for all children.
- Risk assessments are carried out and procedures are in place to enable all children to participate.
- If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

### **5.8: Supporting pupils moving between phases and preparing for adulthood**

#### **How will the school prepare and support the child who needs extra help for special educational needs and/or disabilities to transfer to a new school or the next stage of education and life?**

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition with at least 2 transition days, where possible, and additional liaisons with the next teacher where necessary.

#### **When moving to another school:**

We will contact the school SENCo and share information about special arrangements and support that has been in place for a child to help them achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

#### **When moving classes in school:**

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class / teacher will be provided.

#### **Year 2 to 3 or 6 to 7 transition:**

The SENCo and/or class teacher will attend a transition meeting or phone call to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include additional visits to the new school and/or supplementary visits from the new teacher to see your child in their current setting.

### **5.9 Tests and Examinations: Access Arrangements:**

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time; rest breaks or the use of a scribe or word processor. The SENCo/ class teacher or deputy head will inform parents about eligibility and applications for these arrangements.

### **5.10 How accessible is the school environment?**

- Wide doors are fitted to outside doors in the Salcey building (Year 3 and 4) and all classroom doors are a wheelchair friendly size.
- Three toilets are adapted for disabled use.
- Level access to the main reception area and ramped level access to the Key Stage One and Two buildings.
- A lift has been put in Sherwood building to allow access.
- Disabled space marked out in car park.
- The physical environment of the school is regularly monitored in terms of health and safety and accessibility to ensure any necessary improvements are made to increase the extent with which disabled pupils are able to access and take advantage of facilities and education offered by the school. Where specific improvements are needed these will be noted on the Accessibility Policy audit and may also be noted on a pupil's individual provision plan.

### **5.11 Admission Arrangements for Pupils with SEN or Disabilities**

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils.

Our Admission Policy is based upon the agreed Milton Keynes LA Admissions Policy.

All our children will be treated according to their needs in line with the school policy for 'Equal Opportunities and Racial Equality'. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement.

We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met.

If a pupil is transferring into the school with an EHCP or has been in receipt of extra support from LA centrally funded resources in their previous setting, continuation of this support will be negotiated with the LA, to ensure that needs can be met.

### **5.12 What steps are taken to ensure all pupils have full access to the school's provision?**

Steps are taken to prevent any pupils being treated less favourably than other pupils; to ensure that appropriate steps will be taken to improve access to information if a disability may prevent access to this information. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs or disabilities. This may be through the provision of extra resources, time, staffing or other appropriate measures. Staff organise human and physical resources within the school to increase access to learning, participation by all pupils. For more information please refer to the Accessibility Policy.

### **5.13 How our governors support SEN:**

Our governors support teachers and the SENCo and ratify all policies regarding SEN.

Our SEN governor and SENCo hold termly meetings to discuss the impact of SEN provisions within the school, discuss any staff training, review SEN policies and pathways and discuss any next steps.

Our SEN governor works alongside the SENCo to partake in learning walks and any pupil voice sessions.

#### **5.14 Evaluating the effectiveness of SEN provision:**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring of provision being carried out by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.

#### **5.15 Who can a parent/carer contact for further information?**

- Their child's class teacher.
- Head teacher: Mr Ryan Brown. Email address: [ryan.brown@hanslope.milton-keynes.sch.uk](mailto:ryan.brown@hanslope.milton-keynes.sch.uk)
- Special Educational Needs Coordinator: Mrs Kathryn Curtis. Email address: [kathryn.curtis@hanslope.milton-keynes.sch.uk](mailto:kathryn.curtis@hanslope.milton-keynes.sch.uk)
- Well-being and Mental Health Coordinator: Mrs Charlotte Johnston. Email address: [charlotte.johnston@hanslope.milton-keynes.sch.uk](mailto:charlotte.johnston@hanslope.milton-keynes.sch.uk)

Parent Partnership Advice Line Milton Keynes  
Galley Hill Education Centre  
Stony Stratford  
Milton Keynes

Tel: 01908 254518

SEN Team  
Milton Keynes Council  
Saxon Court  
502 Avebury Boulevard  
Central Milton Keynes  
MK9 3HS

The Duty Line – An advice line provided by the Milton Keynes SEN Team

#### **What is the local offer and where can it be accessed?**

The local offer is provided by the local authority and details all the support services available to those with SEN and disabilities. It can be accessed at [www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer](http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer)

## 5.16 Complaints about SEN provision:

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Administration of medicines and first aid
- Accessibility
- Behaviour and anti-bullying
- Complaints
- Mental Health and Wellbeing
- Special Educational Needs
- Teaching and learning

## 8. Appendices

### Appendix 1:

#### ***Children and Families Bill 2013***

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure

that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is reforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

Replacing statements and learning difficulty assessments with a new Birth to 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;

Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;

Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a “local offer” of support

#### What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

#### What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.

The local offer was published in September 2014 and updated in September 2019. Parents/ carers can access the local offer here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

## **Appendix 2:**

Glossary of terms:

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autistic Spectrum Disorder

AWPU - Age weighted pupil unit

BESD - Behavioural Emotional and Social Difficulties

BST - Behaviour Support Team

CAMHs - Child and Adolescent Mental Health Service

CFP - Children and Families Practice

COP - Code of Practice

CP - Child Protection

CSC - Children's Social Care

DCD - Developmental Coordination Disorder

EAL - English as an Additional Language

EHCP - Education, Health and Care Plan

EP - Educational Psychologist

FSM - Free School Meal

HI - Hearing Impairment

IDACI - Income Deprivation Affecting Children Index

ISR - In School Review

KS - Key Stage

LAC - Looked After Child

LA - Local Authority

MLD - Moderate Learning Difficulty

NC - National Curriculum

OT - Occupational Therapist

PP – Pupil Premium

PRU - Pupil Referral Unit

PSP - Pastoral Support Plan

SALT - Speech and Language Therapist

SEN - Special Educational Needs

SEND - Special Educational Needs and Disability

SENCo - Special Needs Coordinator

SPLD - Specific Learning Difficulty

VI - Visual Impairment