

SEN Policy and Information Report

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1. Aims

Our SEN policy and information report aims to:

In order to prepare for the transformation from Secondary School to 'all through school' we have identified several strands of work which have been collated into a project plan. Underpinning this plan sits the 'Vision 2020' statement which is designed to provide strategic direction for all decision makers and can be found below.

Our school operates as an all-through school with a single vision, set of values, staff and Governing Body.

Our mission is to provide our pupils with:

Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging sporting prowess - all in a timely fashion;

Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential;

Outstanding opportunities to develop the 6Rs (resilience, responsibility, respect, resourcefulness, ready and reflective) and 'character' experiences to succeed both at school and prepare them for being a well-equipped member of society and ready for the world of work.

The 6 Rs, otherwise known as Learning SuperPowers in Primary, underpin all we do.



In summary:

“Our only limitation is our ambition”.

2. Legislation and guidance

This policy and information report 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. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 the 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 schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Erika Anders

They will:

Work with the headteacher and SEN governors to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governors

The SEN governors will:

Help to raise awareness of SEN issues at governing board meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil 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 SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

5. SEN information report

The Code of Practice (September 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <p>language, memory and reasoning skills</p> <p>sequencing and organisational skills</p> <p>an understanding of number</p> <p>problem-solving and concept development skills</p> <p>fine and gross motor skills</p> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional Health	<p>Children may have difficulties with social and emotional development which may lead to or stem from</p> <p>social isolation</p> <p>behaviour difficulties</p> <p>attention difficulties (ADHD)</p> <p>anxiety and depression</p> <p>attachment disorders</p> <p>low self esteem</p> <p>issues with self-image</p>
Sensory and / or Physical	<p>Children may have medical or genetic conditions that lead to difficulties with</p> <p>Specific medical conditions</p> <p>Gross / fine motor skills</p> <p>Visual / hearing impairment</p> <p>Accessing the curriculum without adaptation</p> <p>Physically accessing the building(s) or equipment.</p> <p>Over sensitivity to noise / smells / light / touch / taste.</p> <p>Toileting / self-care.</p>

The Waves of Intervention available at Mayfield School:

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention. The information below is a guide to the 'typical' levels of provision. Provision may vary across time in response to individual needs.

Teaching Approaches for pupils with SEND

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
Could range from but not exclusive to:		
<ul style="list-style-type: none"> -Access to a varied and stimulating curriculum -Use of different and individualised teaching approaches according to needs. -Opportunities to go on school trips. -Where possible, use of varied and practical learning. -Remove all potential barriers for all pupils while also providing support for pupils during learning activities. -Where possible, a range of technology to support and aid quality teaching. -Consideration of differing cultures and beliefs -Setting groups with other children -Small guided groups -Opportunity for guided and independent work -Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving. -Visual timetable - Writing a pen portrait 	<p>Primary</p> <ul style="list-style-type: none"> -Speech and language (groups/1:1) -Hand gym (fine motor) / BEAM (gross motor) -Write from the start -Basic skills revision consolidation -Nurture / social / behaviour groups -Precision teaching -Targeted phonics/number group <p>Senior</p> <ul style="list-style-type: none"> -1:1 reading (targeted) -Handwriting intervention. -Targeted literacy intervention. -1:1 tuition where needed -Targeted behaviour support in a range of Alternative Provision. -Additional reading time. -Behaviour/motivational chart and plan. -After school homework club. -Referral to small group intervention. 	<p>Primary</p> <ul style="list-style-type: none"> -1:1 Teaching Assistant / Learning Support Assistant -MAKATON signing -Individual Education Plan/Individual Behaviour Plan -Individualised timetable/ curriculum supported by LSA/TA -Adapted resources and equipment - Use of therapy packs to support assessment for external agencies - EHCP assessment <p>Senior</p> <ul style="list-style-type: none"> -Individual Education Plan/Individual Behaviour Plan -Targeted support in a range of Alternative Provision. - Use of therapy packs to support assessment for external agencies - EHCP assessment
<p>There is a part time specialist SEND teacher to support all levels of intervention.</p> <p><i>(The SENCO has responsibility for all waves and can be contacted directly)</i></p>		

For Students with Communication and Interaction Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
Could range from but not exclusive to:		
<ul style="list-style-type: none"> -A range of technology to support learning -Full inclusion in all school assessments and tasks. -Clear verbal instructions / explanations which can be simplified along with visual or concrete support. -Visual timetables - Writing a pen portrait - Support from external agencies such as visual and hearing impairment teams and ethnic minority service. 	<p><u>Primary</u></p> <ul style="list-style-type: none"> -Nurture / Social / Behaviour groups Playtime support / Circle of friends -Speech and language group <p><u>Senior</u></p> <ul style="list-style-type: none"> -Pastoral support (as required) -Additional ICT use of audio / visuals -Parent discussion with SENCo -Referral to small group intervention. 	<ul style="list-style-type: none"> -Referral to the Speech and Language Therapist (SALT) / MABSS / CAMHS -Speech and Language support Assistant who can deliver individualised programmes according to the SALT directions. -Completion of EHA -Application for an Education Health Care Plan if needed. - SENCo assessments and monitoring to ensure appropriate intervention and access to learning including EHCP. -Educational Psychologist -1:1 support if required.
<p>There is a part time specialist SEND teacher to support all levels of intervention.</p> <p><i>(The SENCO has responsibility for all waves and can be contacted directly)</i></p>		

For Students with Cognition and Learning Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
Could range from but not exclusive to:		
<ul style="list-style-type: none"> -Use of different individualised teaching approaches according to needs -Good use of visual and practical learning -Opportunities to go on school trips -Remove all potential barriers for all pupils whilst also providing support for pupils during learning activities. -Appropriate quality resources -Positive learning environment -A curriculum delivered appropriate to level of ability and understanding -Access to a full and broad curriculum -Consideration of home, cultural, language and heritage -Promotion of a positive attitude towards learning and behaviour -Motivation to help build a positive self-esteem, increase concentration -Lessons differentiated in order to include both sensory and physical disabilities - Writing a pen portrait 	<p>Primary</p> <ul style="list-style-type: none"> -Revision / consolidation of basic skills: Phonics / Number -1:1 reading TA to support during teaching input. <p>Senior</p> <ul style="list-style-type: none"> -Alternative arrangements made for examinations -Reading intervention for those students with low reading ages - In school CAMHS screening for students aged 13 and over -DST screening -Referral to small group intervention. 	<ul style="list-style-type: none"> -IEP's -Access to a specialist teacher advisor -Access to an Educational Psychologist -Completion of EHA -Application for an Education Health Care Plan if needed. - SENCo assessments and monitoring to ensure appropriate intervention and access to learning. -1:1 support if required. -Adapted resources and equipment. -Individual timetable and curriculum. - In school CAMHS sessions for students aged 13 and over
<p>There is a part time specialist SEND teacher to support all levels of intervention.</p> <p><i>(The SENCO has responsibility for all waves and can be contacted directly)</i></p>		

For Students with Sensory and Physical Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
Could range from but not exclusive to:		
<ul style="list-style-type: none"> -Whole school approach -A fully inclusive and differentiated class / curriculum approach according to individual needs -Audit of environment to consider adaptations (as required) -Reasonable adjustments / Modification of organisation, routine and environment -Access to a base for therapy if required. - Writing a pen portrait - Support from external agencies such as visual and hearing impairment teams and ethnic minority service. 	<p>Primary</p> <ul style="list-style-type: none"> -Handgym (fine) BEAM (Gross) -Write from the Start Programme (letter formation) -On site School nurse screening <p>Senior</p> <ul style="list-style-type: none"> -Whole school approach -A fully inclusive and differentiated class / curriculum approach according to individual needs -Audit of environment to consider adaptations (as required) -Modification of organisation, routine and environment -Access to a base for therapy if required -Alternative arrangements made for examinations - In school CAMHS screening for students aged 13 and over -On site School nurse screening -Referral to small group intervention. 	<ul style="list-style-type: none"> -Access and liaison with the Occupational Therapist (OT) -Access and liaison with Physio therapist -Application for an Education Health Care Plan if needed. -SENCo assessments and monitoring to ensure appropriate intervention and access to learning -1:1 support if required -IEP's as needed -Identified key worker -SENCo to lead provision -A place for time-out or exercise if necessary -Extra support and access to appropriate ICT interventions needed -Adapted equipment - In school CAMHS sessions for students aged 13 and over - On site School nurse sessions
<p>From September 2019 there is a part time specialist SEND teacher to support all levels of intervention.</p> <p><i>(The SENCO has responsibility for all waves and can be contacted directly)</i></p>		

For Students with Social, Mental and Emotional Needs

Whole School Approach Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) - short / medium term (Wave 2 Intervention)	Specialised individual support (according to need) - medium / longer term (Wave 3 Intervention)
Could range from but not exclusive to:		
<p>-All students can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual understanding.</p> <p>-Opportunities for students to talk about any fears, confusion or guilt.</p> <p>-Opportunities for students to meet adults they can trust and participate in activities where they can meet other students.</p> <p>-Continuity of care and minimal disruption of routines during a crisis</p> <p>-Use of restorative approaches to support behaviour management</p> <p>-Access to alternative curriculum arrangements.</p> <p>- Writing a pen portrait</p>	<p>Primary</p> <ul style="list-style-type: none"> -Sticker Charts -Time Out Space -Nurture/Social/Behaviour groups -Circle of Friends -Buddy -On site School nurse screening - ELSA support <p>Senior</p> <ul style="list-style-type: none"> -Behaviour logs -Time out cards -Access to alternative provision -Access to a school counsellor if necessary -Alternative arrangements made for examinations - In school CAMHS screening for students aged 13 and over -On site School nurse screening - ELSA support -Referral to small group intervention. -Access to alternative curriculum arrangements. 	<ul style="list-style-type: none"> -Referral to Child and Adolescent Mental Health Services (CAMHS) -Support from Multi Agency Behaviour Support (MABS) -Completion of a EHA -Application for an Education Health and Care Plan if necessary -1:1 support where necessary -Full inclusion in all school assessments and monitoring to ensure appropriate intervention and access to learning. - In school CAMHS sessions for students aged 13 and over - On site School nurse sessions -Dual registration for short term intervention at the Harbour School for either Near To School or Short Stay School. -Access to alternative curriculum arrangements. - referral to Mental Health Support Team (MHST)
<p>There is a part time specialist SEND teacher to support all levels of intervention.</p> <p><i>(The SENCO has responsibility for all waves and can be contacted directly)</i></p>		

Potential questions you may have about SEND at Mayfield

- **How does Mayfield School know if children need extra help?**

Children may be identified as having SEN through a variety of different methods, these may include some of the following:

Liaison with previous school setting (Pre-school / child minder)

Child performing below age expected levels

Concerns raised by a parent

Concerns raised by a class teacher, for example behaviour or self-esteem is affecting performance

Liaison with external agencies

Health diagnoses

Continuous observations in Early Years highlight gaps in certain areas.

Data is collected on senior school students every 6 weeks. After the data has been entered by each class teacher there will be a data scrutiny to make sure students are meeting the expected progress. Where students fail to meet the expectations, further checks will be carried out to see why students are under performing. Class teachers can also complete a referral into the SEN department after they have implemented interventions and have evidence that the intervention has not supported the students progress. Primary school students are assessed in a similar way.

- **What should I do if I think my child may have special educational needs?**

Reception

Make an appointment to see your child's class teacher or Head of Early Years.

Primary

Make an appointment to see your child's class teacher or Head of School or the SENCo.

Senior

Make an appointment to see your child's Tutor, Head of House or the SENCo.

In all phases the SENCo will have an overview and can be contacted directly if needed. We like to build positive relationships with our parents and hope that you are able to do the same with us.

- **How will Mayfield School staff support my child?**

The SENCo will closely monitor the provision and progress of any children that require additional support. Class teachers will be made aware of any children with SEN and they are responsible for differentiating the work to match the needs of the individuals. There may also be a Learning Support Assistant (LSA / TA) working with your child / group in all / certain lessons.

The class teachers will work together to compile a pen portrait for each child. This will highlight strengths/ difficulties and any areas that need focussing on. Should your child require wave 2 intervention, an Individual Education Plan will be set up to monitor and evaluate the progress made.

- **How will the curriculum be matched to my child's needs?**

All teachers have a responsibility to pitch their lessons at an appropriate level so that your child is able to access the curriculum. This could mean that in one lesson there may be three or more different levels of class work set or the work is individually differentiated. Primary – always differentiated at least 3 ways to meet group/individual needs.

- **How do we know if the support strategies used have an impact?**

In school we often use Individual Education Plans (IEP's) or Individual Behaviour Plans (IBP'S) to set targets or review progress. Using the information from the 6 weekly data collection we can monitor to see if your child has made progress. Parents will be invited in to discuss and update the IEP's or IBP's.

- **How will I know how my child is doing and how will you help me to support my child's learning?**

Every academic year your child will have a parents evening where you will be able to book a short appointment with each of your child's class teachers. Infants – Oct (settling in); Feb (progress) parents evenings. Half termly opportunities to see work in school. For further support the SENCo is available to discuss support in more detail. For more general queries you can also arrange to speak with your child's Head of House or Class Teacher for the Primary School.

- **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. As part of the tutor group and tutor programme there are many opportunities for students to take on different roles and share their opinions. Every two years there is an opportunity for all students to complete a questionnaire about the school. There are also other opportunities through PSHE / SEAL / Circle times / Group or 1:1 sessions.

If your child has a plan they will be able to give their views at the review meetings.

- **What support will there be for my child's overall well-being?**

Mayfield is an inclusive school. All staff are aware the importance of children having high self-esteem in order to achieve positive well-being. We have a vertical tutor group system where students from all years are together to encourage a 'family' environment. Each tutor group is part of a four house system to encourage students to have a sense of belonging and working towards achieving success for their house. There is also a full time medical room supervised by a first aider to support any of your child's medical needs. For more targeted support there is access to an Emotional Literacy Support Assistant (ELSA) in the primary and senior section. We have a full time Home Family Link worker and there is access to a school counsellor if needed. We will also work with any outside agencies to support your child.

- **What specialist services and expertise are available at or accessed by Mayfield School?**

Our SENCo is fully qualified and accredited. We also work closely with external agencies including: School Nurse; CAMHS (Child and Adolescent Mental Health Service); Paediatricians; Occupational Therapists; Speech and Language Therapy Service; Educational Psychologists; Sensory Impairment Team and Social Care. Should your child need a specialist service we will work with you to obtain permission.

- **What training have staff had or are going to have?**

Our SENCo is fully qualified and accredited. Our Assistant SENCo is trained in Educational Testing. There is also a part time fully qualified SEND teacher. In the senior school we have numerous Learning Support Assistants with various training in Reading programmes; Dyslexia Testing; Units of Sound; Autism Awareness; Epipen administration; Down Syndrome Awareness and English as an Additional Language Assessment training. Should your child need support from an LSA then we will match the needs accordingly. In the Primary School there are Teaching Assistants (TA) allocated to each class.

All staff are regularly updated on SEND information and guidance. There is also a full time first aider who has regular training.

- **What are Governors responsibilities?**

There are two SEND Link Governors. Governors regularly meet with the SENCo and will challenge the SENCo to make sure that the school is providing the best opportunities for children with SEND.

- **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out before all school trips to ensure everyone's health and safety will not be compromised.

- **How accessible is the school environment?**

In September 2021, Mayfield moved into a brand new building on the existing site. The new building has a lift to access all floors and numerous accessible toilets on each floor.

- **How will Mayfield school prepare and support my child to the school and then transfer through the different transitions?**

For children joining the primary school there will be a home visit by a teacher. Teachers will also visit Pre-Schools to gather information and see your children in a familiar setting. Transition documents are also shared. There will also be a Mayfield Picnic and classroom visit in July to meet the staff and other children. Additional visits can be arranged if needed.

For children joining Mayfield in Year 7 we offer a two week transition in the final term of Year 6. For children with SEND we encourage more visits to assist with the acclimatisation of the new surroundings. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from all schools to attend.

- **How are resources allocated and matched to children's special educational needs?**

We ensure that all children who have an SEN are met to the best of the schools ability with the funds available. We will often allocate Learning Support Assistants who are funded by the SEN budget to deliver programmes designed to meet children's needs. The budget is allocated on a needs led basis. If your child is entitled to statutory support then we will allocate the hours support where we feel it is best needed.

- **How is the decision made about what type and how much support my child will receive?**

The SENCo / the Learning Support team and teachers will discuss the child's needs and what support would be appropriate. Different children require different levels of support in order to narrow the gap to achieve age expected levels. This will also be done in cooperation with the parents / carers.

- **What support is there for improving behaviour, attendance and avoiding exclusion?**

At Mayfield we have a positive approach to all types of behaviour with a clear reward and behaviour system that is followed by all staff and pupils. Within all classrooms there is a clear stepped approach towards behaviour. If your child has behavioural difficulties then they will be put on a behaviour plan. This is completed with parents / carers to identify the specific issues, put relevant support in place and set targets.

Senior only - We also have a full time alternative provision base. This is for children that may find the mainstream difficult to manage. Within this provision children work in smaller groups and have work that is suited to their needs and level. There are also the opportunities for children to participate in external courses / provision, such as College courses, work experience or specialised programmes. The aim of alternative provision is to support the children and eventually help them return to mainstream education.

Good attendance is important in order to succeed. Attendance is monitored on a daily basis by the attendance team. Primary – half termly small prize for 100% attendance. Good attendance is actively encouraged throughout the school, as is improvement in attendance. Attendance is rewarded on a weekly and half termly basis. Secondary students with 100% attendance every week have their names entered into a draw to win a substantial prize at the end of the academic year. Families who struggle with attendance and lateness will be invited into school where an attendance contract will be completed. We will endeavour to put as much support in as possible to support.

- **Who can I contact for further information?**

Please contact the SENCo. This can be done through the school switchboard or email.

- **What should you do if you feel that the local offer is not being delivered or is not meeting your child's needs?**

Your first point of contact would be the SENCo to discuss your concerns. You may also wish to contact the Portsmouth Parent Partnership or the SEN Team at Portsmouth City Council.

- **Who should I contact if I am considering whether my child should join Mayfield School?**

Initially you can contact the school admin office. Or you can contact the school SENCo to arrange a meeting.

- **How is the local offer reviewed?**

The local offer will be continuously reviewed to reflect the changing teaching of the children who join and are developing in our school. We are open to parental input and would welcome contributions.

6. Monitoring arrangements

This policy and information report will be reviewed by Erika Anders **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 board.

7. Links with other policies and documents

This policy links to the following documents:

Accessibility plan

Achievement and Behaviour policy

Equality information and objectives

Supporting pupils with medical conditions policy

Children with Health Conditions who cannot attend school

Intimate Care policy

8. Appendices

Outside Agencies

Multi Agency Behaviour Support Team (MABS)	Can provide an outreach support service to help support schools developing children's social and emotional skills.
School Nurse	The school nurse is assigned to the school and can be contacted via the SENCo. You may also be referred to the school nurse via your GP and a possible Care plan may need to be put in place.
Social Care	School has access to and works very closely with Social Care in supporting both our children and families as needed.
Specialist Teacher Advisor for Visual Impairment (STAVI)	Can provide support and advice to school and families. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have appropriate resources and support needed to enable full access to learning.
Speech and Language Therapy (SALT)	School has access to a SALT advisor when needed. This is through a referral process and an have a waiting list of up to 16 weeks. This support can include the following: -Discussion and advice on activities you can use at home. -Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards. -Providing advice, games and activities for school or home to work on with children.
Specialist Teacher Advisor (STA)	Assessing and working with pupils in order to help schools make the most of the educational opportunities for every individual child. They also work in partnership with parents/carers, teachers and colleagues in other agencies.
Educational Psychologist (EP)	School have subscribed to the Portsmouth EP service and access will be dependent upon individual pupils needs through discussion with the SENCo and parents/carers. The EP service are able to work with school staff. Parents and directly assessing / observing students in order to support learning and identify area of need and best to support.
Specialist Teacher Advisor for Hearing Impairment (STAHl)	Can provide support advice and sometimes direct teaching. They will work closely with schools and give training where required in order to ensure students with a hearing impairment have the appropriate resources and support needed to enable full access to learning.

Child and Adolescent Mental Health (CAMHS)	A wide range of health professional who can support children where there are concerns about their emotional well-being and mental health. They can also work with families.

Glossary

IEP	Individual Education Plan
SENCO	Special Educational Needs Co-Ordinator
TA	Teaching Assistant – This term is used in the Primary School. The teaching is attached to the class and assists the teacher with all aspects of the classroom.
ELSA	Emotional Literacy Support Assistants
IBP	Individual Behaviour Plan
LSA	Learning Support Assistant- This term is used in the Senior School. The LSA is attached to an individual or group of children to assist them with their learning.
EHA	Early Help Assessment
EHCP	Education Health Care Plan