

# Welton St. Mary's Church of England Primary Academy



## Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

*'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.'* Romans 15:13

Wisdom Hope Community Dignity

## SEND Information Report

July 2025

SENDCO – Mrs Howarth



## Welton St Marys Church of England Primary Academy SEND Information Report

### **CONTENTS**

1. What are Special Educational Needs & Disabilities?
2. What does SEND mean at Welton St Mary's Church of England Primary Academy?
3. What will the school do to support my child?
4. Who will support my child in school?
5. What training & experience do staff have for the additional support of my child's needs?
6. Who else might be involved in supporting my child?
7. What support will there be for my child's emotional and social well-being?
  - 7.1 Pastoral & Social Support
  - 7.2 Medical Needs
  - 7.3 Support for Behaviours (including attendance and exclusion)
8. How will the curriculum be matched to my child's needs?
9. What opportunities will there be for me to discuss my child's attainment and achievement?
10. How does the school know how well my child is doing?
11. How will my child be included in activities outside the classroom including school trips?
12. How accessible is the school environment?
13. How will the school prepare and support my child when joining the school?
14. How will school prepare and support my child to transfer to a new setting?
15. How can I be involved in supporting my child?
16. How can I access support for me and my family?
17. Complaints Procedure
18. Information on Terminology Used
19. Evaluating the success of SEND provision
20. Who can I contact for further information?

## 1. What are Special Educational Needs & Disabilities?

The Special Educational Needs and Disability Code of Practice states that:-

*‘a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her’*

*‘for children aged two or more, 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, maintained nursery schools’*

A disability is defined in terms of the Equality Act 2010:-

*‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

Further information can be found in the ‘Special Educational Needs and Disability code of practice: 0-25 years’ June 2014 (updated January 2015). This can be found at:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## 2. What does that mean at Welton St Mary’s Church of England Primary Academy?

At Welton St Mary’s Church of England Primary Academy, we adhere to the Special Educational Needs and Disability Code of Practice 0-25 years.

We believe that every child is unique and individual. We also acknowledge that some children will, at times, need more support than others.

The school’s motto is “Together we care, learn and thrive” and our school rules are ‘Be kind. Be responsible. Be safe.’

Within our school family we have 10% of children on the SEND register and we have 9 EHCPs currently with 1 pending an assessment.

### SEND Summary September 2024 to July 2025

Yr Grp	SEN Support		EHCP	Total
FS	4		1	5
1	1		1	2
2	9		1	10
3	10		1	11
4	5		3	8
5	9		1	10
6	5		1	6
	43		9	52

At Welton St. Mary's Church of England Primary Academy we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and enabled to develop to their full potential
- make a successful transition into adulthood, whether into employment, further or higher education or training
- are valued within an inclusive, safe environment

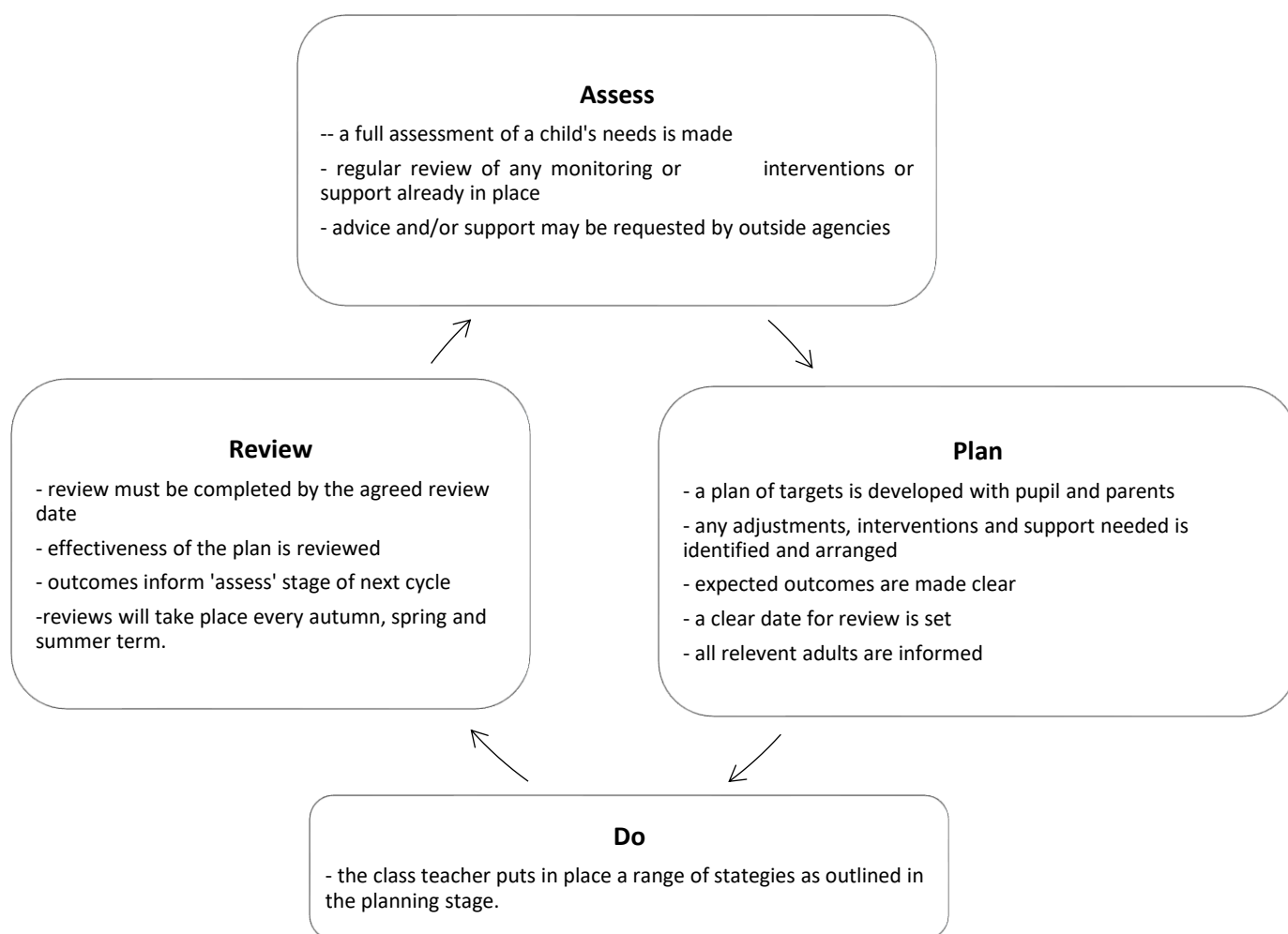
We also recognise that children may have additional needs for a short period of time. Support will then ensure that they can fulfil their potential and achieve in different areas of the curriculum.

Children who have special educational needs can fall into one or more of the following four categories:-

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory and Physical

We will, as a staff, make every effort to ensure that your child is identified accurately and, therefore, supported at an early age, in order for us to ascertain the support and intervention that might be needed. We have access to a wide range of specialist outside agencies that we can call on at any one time.

### 3. What will the school do to support my child?



The SENDCO has an important role to play in determining the strategic development of SEND policy and provision in school with the Headteacher and governing body. The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENDCO will be aware of the provision in the Local Authority's Local Offer and be able to be able to work with professionals providing a supporting role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

<https://www.lincolnshire.gov.uk/send-local-offer>

Key responsibilities will include:

- setting the strategic direction of SEND
- overseeing the day-to-day operation and monitoring to ensure a consistently high standard of the implementation of the school's SEND policy
- supporting and working with the Pastoral team
- supporting all staff in understanding the needs of SEND pupils and disseminating the most effective teaching approaches for individual children
- work with class teachers to set realistic and challenging expectations for pupils with SEND
- Identify appropriate resources to promote and support the achievements of pupils with SEND and ensure they are used effectively, efficiently and safely.

- co-ordinating provision for children with SEND
- regularly monitoring progress against targets for pupils with SEND and evaluating the effectiveness of provision and support plans.
- liaising with the relevant 'Designated Teacher' where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- advising on the deployment of Teaching Assistants
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The Governing body will ensure that the SENDCO has sufficient time and resources, including administrative support, to carry out these functions.

#### 4. Who will support my child in school?

MEMBER(S) OF STAFF	ROLES & RESPONSIBILITIES
Class Teacher	The Class Teacher plans Quality First Teaching for all children in their class. The Class Teacher is the person with whom you should make contact first if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgements about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school. Equally, if a teacher has concerns about your child, they will contact you.
Teaching Assistants	The school employs a number of Teaching Assistants. If the class teacher is not available, please talk to a Teaching Assistant. They teach and offer support to your child on a day to day basis. They may also offer focused support and intervention for learning, planned for by the Class Teacher and SENDCO
SENDCO	The school SENDCO will monitor the progress of all children on the Special Needs Register in school. They will also work with the teacher to set effective targets for children on the register and monitor the effectiveness of interventions in the school. They will refer to External Agencies if it is deemed necessary. The SENDCO will review IEPs and chair meetings.
SEND Administrator	Send letters and emails to parents with children on SEND support. Support the SENDCO with the day to day management of SEND. Filing paperwork. Assist with transition between settings.

Pastoral lead and Pastoral team	Welton St Mary's Church of England Primary Academy employs a Pastoral Lead, Early Help worker, attendance team, pastoral intervention teaching assistants who supports families and children in school. This might include working in small groups and 1:1 with children in school to offer support for learning, personal and social reasons. They also offer support to other members of staff in school.
External Agencies	Welton St Mary's Church of England Primary Academy works with a range of External Agencies including – Specialist Teachers, Educational Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Special Nurses. The role of the External Agencies is to support the SENDCO, parents and child.
Head Teacher	The Head Teacher line manages the SENDCO and asks questions about the provision and strategies used to support the children at Welton St Mary's Church of England Primary Academy. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date.
SEND Governor	The Governing Body at Welton St Mary's Church of England Primary Academy has a named SEND Governor. The SEND Governor regularly meets with the SENDCO to monitor provision in school. The SEND Governor also assists when the SENDCO reports to the Governing Body.

##### **5. What training & experience do staff have for the additional support of my child's needs?**

Nicola Gough	-	Head Teacher & Safeguarding Lead
Zoe Howarth	-	SENDCO
Debbie Charnley	-	SENDCO Admin assistant
Mrs Shaw	—	SEND Governor

There are members of staff who have had training in the following specialist areas:

- ELKLAN Speech & Language qualifications
- Counselling
- Early Years Autism Course
- Autism Tier Two
- Makaton
- Higher Level Teaching Assistant (HLTA)
- Colourful Semantics (Speech & Language)
- Dyslexia IDP
- Behaviour for Learning
- First Call Speech & Language
- 1:1 reading
- Early Bird Healthy Minds Course
- Positive Handling
- Multi-Sensory / Active Spelling
- Catch Up Numeracy Support

- De-escalation

All staff have had training for:

- Safeguarding
- Understanding & Managing Behaviour
- Autism Awareness through Tier One training
- First Aid
- Reducing Anxiety

## 6. Who else might be involved in supporting my child?

AGENCY	ROLES & RESPONSIBILITIES
Educational Psychology Team	It is the role of the Educational Psychologist, who is employed by the Local Education Authority, to assess a child's special educational needs and to support and advise staff in school as well as supporting parents.
St Francis School PD outreach	We work with the Outreach team at St Francis who have a wealth of experience in teaching and supporting pupils with physical disabilities. They offer guidance on support in curriculum access and moving and handling needs. They also offer support, advise and associated training in the assessment of needs and provision.
SALT (Speech & Language Therapy)	The SALT service is a team of therapists who are trained to give specialist assessments, advice and treatment for children with communication difficulties.
Physiotherapy	The Physiotherapy service works with schools to assess fine motor and gross motor control. They may advise a programme to be used in school in order to develop motor control in children
Occupational Therapy	The team has professionals trained to give advice on equipment, adaptations and activities to support the learning/social development of children
SEST (Sensory Education & Support Team)	SEST offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.
TLC (Teaching & Learning Centre)/BOSS	TLCs and BOSS offer alternative educational provision and support for children who may have challenges in school. They also offer support and advice to staff in mainstream schools who may deal with challenging behaviour
Nursing	There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs, Diabetic nurses and Community nurses
Grief & Loss Counselling Service	The Grief & Loss service offer support to children who are coping with loss in their life. This could be



	through the loss of a loved one as well as the break up of a family home
Paediatricians	Paediatrics specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition
CAMHS (Child & Adolescent Mental Health)	CAMHS are based in community locations. The multi-disciplinary teams can help with a range of complex mental and emotional health issues including: anxiety, depression, trauma, eating disorders & self harm
ESCO (Early Support Care Coordination)	ESCO works alongside children and young people with a disability and their families, providing timely support and care coordination.

## 7. What support will there be for my child's emotional and social well-being?

### 7.1 Pastoral & Social Support

- Teachers, Teaching Assistants & Midday Supervisors build up strong relationships with children to support their emotional needs
- All incidents are communicated to the relevant members of staff and recorded on CPOMS
- All child protection issues will be reported to Mrs Gough (Head Teacher and Designated Safeguarding lead). In her absence, concerns will be reported to Mr Durkan, Mrs Thorner or Miss Sylvester (deputy Designated Safeguarding Leads)
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy)
- Interventions for personal, social and emotional development are planned for in Key Stage 1 and 2 where necessary. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the sessions.

### 7.2 Medical Needs

- If your child has specific medical needs then please contact either your Class Teacher, the school office or the SENDCO so appropriate plans can be put into action.
- If needed, a 'Care Plan' can be organised to inform all staff of the specifics of the condition and what should be done to support the needs of the child
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medication will be stored in a locked medical cupboard.

### 7.3 Support for Behaviours (including attendance and exclusion)

- If your child has specific difficulties regarding behaviour they may have a Pupil Profile that reflects behaviour targets. This will follow the ASSESS, PLAN, DO, REVIEW process
- If specialised support is required we will go through a Pastoral Support Plan cycle and seek some external support from BOSS.

## 8. How will the curriculum be matched to my child's needs?

If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the support they require will be *'additional to or different from'* other children.

At Welton St Mary's Church of England Primary Academy, we believe that each child is unique and therefore we attempt to match the curriculum to their needs as much as possible. First quality teaching is aspirational for all learners and adaptations are made where necessary to ensure everyone has the scaffolds and support to Thrive. The adaptation document is available to see on the website.



The following table offers examples of how we might do this:-

<p><b>Adaptive Curriculum</b></p> <p>Our teachers and SL have adapted planning for lessons in class. This will ensure that all children in the class have their needs met in an academic sense.</p>	<p><b>Interventions</b></p> <p>We plan for Interventions to occur in school. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp or they have a 'gap' in learning.</p>	<p><b>Small Group Work</b></p> <p>Your child may work in small groups in order to meet specific learning intentions. This will be planned for by the Class Teacher and may be delivered in class</p>
<p><b>Enhanced Adult Support Work</b></p> <p>If needed and deemed appropriate, your child may work 1:1 or 1:2 with the Class Teacher, a Teaching Assistant or the SENCo.</p>	<p><b>Support from External Agencies</b></p> <p>We have listed all the agencies that we may work with at any one time.</p>	<p><b>Assessment with the Specialist Teacher</b></p> <p>The SENCo may plan for the Specialist Teacher to work with your child for an assessment or observation in class.</p>
<p><b>Pastoral Support</b></p> <p>We offer a wide variety of pastoral support E.G: daily check-ins, 1:1 work and targeted group work</p>	<p><b>ICT</b></p> <p>We use differing equipment and programmes to assist your child in the recording of their work, including iPads, Laptops</p>	<p><b>Use of Visual Aids</b></p> <p>Visual Timetables are in use. Different displays around school will support your child's learning along with work mats, etc to assist in your child.</p>
<p><b>Use of Concrete Apparatus of Equipment</b></p> <p>Wherever possible we will use equipment to help your child with their learning.</p>	<p><b>Use of Talking Partners/Pairs</b></p> <p>We use Talking Partners in school for all children for generating and sharing ideas</p>	<p><b>Use of Pre-Learning &amp; Post-Tutoring</b></p> <p>It might be necessary for your child to have pre-learning or post-tutoring activities with a member of staff or to bring some home with them</p>
<p><b>The offer of Lunchtime Support</b></p> <p>Some children find the hall very busy at lunchtime. In order to assist with this, we offer Lunchtime Support for some children who need this.</p>	<p><b>Extra-Curricular Activities</b></p> <p>We offer many extra-curricular activities in school. These focus on sporting, creative and social activities.</p>	<p><b>Use of Topic-Based Learning in FS</b></p> <p>We plan and deliver a curriculum where children build on prior knowledge and skills. Children can make links in their learning between different areas of the curriculum.</p>
<p><b>Targeted Resources in Class</b></p> <p>In line with a child's Personalised targets, we may use particular resources to meet needs.</p>	<p><b>Read, Write, Inc (RWI)</b></p> <p>All children in Foundation Stage and Key Stage 1 receive Read, Write, Inc as their Phonics Learning. Some children in Key</p>	<p><b>Named Member of Support Staff at Lunchtime</b></p> <p>We aim for all children to be happy during lunchtime. However, if there are</p>

	Stage 2 also receive this in order to close the gaps with their phonics knowledge.	any problems, we will name a member of staff that your child can contact if needed.
--	--	---

**9. What opportunities will there be for me to discuss my child's attainment and achievement?**

You will be invited to Parents Evening twice per school year

You will receive a report about your child once per year

We have an 'open door' policy from 8.50-9.00am each day where you can speak briefly to your child's teacher.

If needed and appropriate, we communicate through the [SEND@welton-st-marys.lincs.sch.uk](mailto:SEND@welton-st-marys.lincs.sch.uk) email address

We will invite you to meetings with External Agencies

**10. How does the school know how well my child is doing?**

At Welton St Mary's Church of England Primary Academy teachers are assessing all the time. We formally assess children's progress in Reading (including Phonics), Writing and Maths three times per year. This very quickly enables class teachers to identify children who have not made expected progress or are not working at expectations for their age group. We also use differing assessment tools to measure how well your child is doing in school and support standardised assessments. We make adaptations to non-core assessments to enable every child to thrive. As a school we understand that not all thrive in academic studies and therefore we look at nurturing the individual and promoting their individual skills.

If it is felt your child is struggling to progress at an expected rate for them and over a longer period of time which has involved outside agency support it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that schools have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

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

We often undertake school trips, including residential trips in Years 4 & 6. The trips are planned by a member of the Senior Leadership team with the class teachers in that year group. We will never exclude your child from a trip because of their needs, but we may ask your assistance in planning for the trip to ensure your child's Health and Safety needs are met. All our extra-curricular clubs are inclusive and staff involved will be

aware of any additional needs your child has. Personal risk assessments and fire evacuation plans are written by class teachers.

**Kids Club** - You can book your child into our 'After School Club' run by Premier Education and employed by the school where the children remain on the school site and carry out entertaining activities until you are ready to pick them up (by 6:00pm).

**12. How accessible is the school environment?**

The building is all on one level and all classrooms and outside areas are accessible for all pupils, whatever their mobility and there is an accessible toilet. The building is fully accessible to all children, parents and visitors. We use technology to support children's learning and use specific equipment and resources to support individual and specific needs. [Link to accessibility plan](#)

**13. How will the school prepare and support my child to join the school?**

Each year, Welton St Mary's Church of England Primary Academy pupils and staff undertake 'Transition'. This includes opportunities for the children to meet their new class teacher, visit their new classrooms and undertake activities that they have planned for them. Staff also have 'Transition' meetings, where information is passed from teacher to teacher, including latest assessment levels, interests of children and background information. We have conversations with previous schools and preschools in order to build up a picture to enable smooth transitions. If needed we provide social stories to support transition for individuals. We liaise with secondary feeder schools to ensure all concerns are addressed.

**14. How will school prepare and support my child to transfer to a new setting?**

We understand the transfer from one setting to another can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child, so apart from the process mentioned above, we also plan transition for children moving into our setting or leaving us to join another setting. will meet with the SENDCO from the receiving/transferring school and transition meetings can be planned for your child to visit their new school.

**15. How can I be involved in supporting my child?**

We view parents/ carers as a key/ invaluable 'piece of the jigsaw', along with the child themselves, staff in school and other professionals. Parents/ carers know their children better than anyone else and staff in school need your support in order to plan for your child's provision.

There are many ways in which you can support your child, including:-

- Attending meetings when offered
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child at home.
- Assisting your child to complete homework when asked
- Joining us at Collective Worships and to see your child in school



## **16. How can I access support for me and my family?**

The Local Education Authority (Lincolnshire County Council) offer support for parents from various agencies. Information can be found at the LEA website, using this hyperlink.

Local Authority website <https://www.lincolnshire.gov.uk/send-local-offer>

Further information can be found in the Family Services Directory at:

<https://www.lincolnshire.gov.uk/childcare-family-support#:~:text=Enter%20your%20postcode%20to%20find%20local%20services%20and,social%20care%2C%20health%2C%20libraries%2C%20planning%2C%20emergencies%20and%20business.>

## **17. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO. The school Complaints Procedure can be found on the school website.

## **18. Information on Terminology Used**

Sometimes, terms and acronyms will be used and it can be difficult to understand what each one means. Included in appendix 1 is a list which you might find useful. If in doubt, please ask.

## **19. Evaluating the success of SEND provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. In meeting the needs of children with special educational needs, the policy is effective when:

- Pupils are quickly identified and assessed see chart for more information on our procedures (appendix 2)
- Parents are involved early in helping their child overcome difficulties
- A complete and accurate SEND Register is kept
- A graduated approach is used for all pupils on the SEND register
- Clear and realistic targets are set for SEND pupils and monitored regularly
- High quality teaching supports pupils with SEND appropriately
- Pupils successfully access the curriculum
- Pupils achieve their potential and make progress
- Support staff are deployed effectively and efficiently in support of SEND pupils
- Specialists are contacted as soon as it is deemed necessary
- Pupil's individual differences are recognised and valued
- The SENDCO has time to do the job effectively

The SEND policy, procedures, provision and outcomes will be monitored and evaluated by the SENDCO and SEND governor in line with the SEND Code of practice and reports will be made to the SLT and full governing body.

## **20. Who can I contact for further information?**

If you require any further help or support, please contact:

- Your child's Class Teacher as first point of contact.

➤ Zoe Howarth (SENDCO) 01673 866339 or email [send@welton-st-marys.lincs.sch.uk](mailto:send@welton-st-marys.lincs.sch.uk)

## Appendix 1

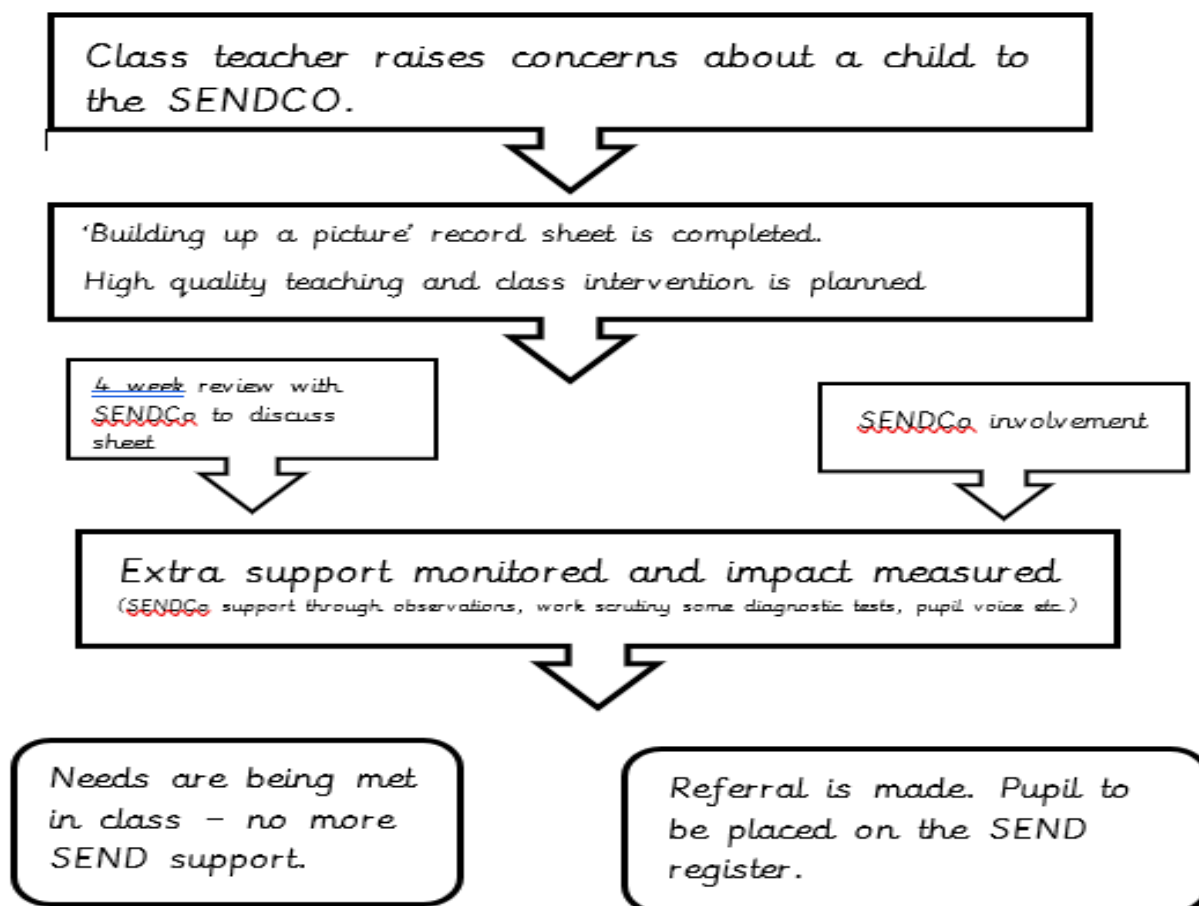
### Glossary of SEND Acronyms and abbreviations.

<b>ADD</b>	attention deficit disorder	<b>MARAG</b>	multi agency referral action group
<b>ADHD</b>	attention deficit hyperactivity disorder	<b>MLD</b>	moderate learning difficulty
<b>AS</b>	Asperger syndrome	<b>ODD</b>	oppositional defiant disorder
<b>ASC</b>	autistic spectrum condition	<b>OT</b>	occupational therapist
<b>ASD</b>	autistic spectrum disorder	<b>PDA</b>	pathological demand avoidance
<b>BESD</b>	behavioural, emotional and social difficulties	<b>PEP</b>	personal education plan (for looked after children)
<b>CAF</b>	common assessment framework	<b>PLP</b>	Personal learning plan
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>PMLD</b>	profound and multiple learning difficulties
<b>CIN</b>	Child in Need	<b>PP</b>	pupil premium
<b>CoP</b>	Code of Practice	<b>PSHE</b>	personal, social and health education
<b>CP</b>	child protection	<b>RAD</b>	reactive attachment disorder
<b>CYP</b>	children and young people	<b>RAISEonline</b>	Reporting and Analysis for Improvement through School Self Evaluation
<b>DDA</b>	Disability discrimination act	<b>SALT</b>	speech and language therapy
<b>EAL</b>	English as an additional language	<b>SDQ</b>	strengths and difficulties questionnaire
<b>EHCP</b>	education health care plan	<b>SEAL</b>	social and emotional aspects of learning
<b>EP</b>	educational psychologist	<b>SEND</b>	special educational needs and disabilities
<b>EYFS</b>	Early years Foundation Stage	<b>SENCo</b>	special educational needs coordinator
<b>EWO</b>	educational welfare officer	<b>SLCN</b>	speech, language and communication needs
<b>FAS</b>	Fetal Alcohol syndrome	<b>SLD</b>	severe learning difficulty
<b>FASD</b>	Fetal alcohol spectrum disorders	<b>SLT</b>	school leadership team
<b>FSM</b>	free school meals	<b>SM</b>	selective mutism (formerly known as elective mutism)
<b>GLD</b>	Global learning delay	<b>SpLD</b>	specific learning difficulty
<b>HI</b>	hearing impaired	<b>SPDs</b>	sensory processing disorders
<b>HLTA</b>	higher level teaching assistant	<b>START</b>	Statutory Assessment Resources Team
<b>IEP</b>	individual education plan (at Thorndown we use PLP)	<b>TA</b>	Teaching assistant / teacher assessment
<b>IRP</b>	independent review panel	<b>TAC</b>	team around the child
<b>LAC</b>	looked after children	<b>TAF</b>	team around the family (when CAF is about whole family)
<b>LARM</b>	locality allocation and review meeting	<b>TFF</b>	Together for Families
<b>LDD</b>	learning difficulties and disabilities	<b>VI</b>	visually impaired
<b>LO</b>	local offer		
<b>LSCB</b>	local safeguarding children board		

## Appendix 2



## Identification flow chart for raising SEND concerns



## Appendix 3



### Building up a picture - SEND Identification at Welton St Mary's

What's working well? (successes in the classroom, scaffolds, working wall etc)	What are we worried about? (Which area of SEND and curriculum subjects etc)	What needs to happen now? (planned in high quality teaching / classroom support/intervention etc)
Comments		