



# **Middle Barton Primary**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2023/2024**

**Person Responsible for Information Report: Emma Merry (SENDCo)  
and Claire Hague (SEND Governor)**

**Reviewed: September 2022**

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If you are concerned that your child has a special education need or disability, or is not making progress, you can call the school and ask to talk to your child's class teacher. If you have any specific SEND queries or concerns, or are interested in more information about the SEND Policy and/or SEND Information Report, please contact the Special Educational Needs and Disabilities Co-ordinator Emma Merry at: [emerry@middlebartonschool.org](mailto:emerry@middlebartonschool.org)

### **Introduction**

The information below details the offer within Middle Barton Primary and ways in which parents/carers, children and young people may access the support required. This SEND

Information Report is part of a wider suite of documents relating to special educational needs, disability and inclusion which can be found here [SEND at MBS](#) and [Policies at MBS](#)

In particular, this document should be read alongside:

- The school's SEND policy
- The River Learning Trust's SEND Statement
- The school's Accessibility Plan
- The Equality Policy
- The Teaching and Learning Policy
- The Behaviour Policy.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 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 coordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which makes it unlawful to discriminate against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.

There is a glossary of abbreviations used, at the end of this report.

In order to support parents/carers in accessing relevant information within this document, we have organised this into key questions listed below:

## **What is a special educational need or disability?**

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Children who have a learning difficulty or disability will have SEN that can be defined as needing extra, or in some way different, educational provision from that which is provided for all children in the school.

Under the Equality Act (2010), children and young people have a disability if they have:

- a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. According to this definition,

'long term' is defined as '12 months or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## What does inclusive teaching and effective support look like at Middle Barton Primary School?

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all teachers and teaching assistants have a clear understanding of the learning needs of the children in their class. Senior leaders at Middle Barton Primary School, including the SENDCo, work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated planning (taking account of different needs) which ensures that all children are able to make progress
- supporting the class teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including scaffolding learning, providing visual support materials
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained and well supervised teaching assistants
- making available specialist equipment and digital technology to support access and participation in learning

We offer a broad and balanced curriculum for all children including those with SEND. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility plan- [MBS Accessibility Policy](#).

We teach an inclusive curriculum and adapt lessons by using explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology. All children on the register for School Support have individual provision and inclusion plans. Advice from reports and assessments is incorporated into an inclusion plan that is monitored by the SENDCo. We have a provision map that identifies children through assessment who need additional or different support through targeted intervention work. This support is delivered by class teachers, teaching assistants, and our home school link worker.

## What types of SEND does the school provide for?

At Middle Barton Primary School, we meet the needs of all children, including those with the following broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

Individual children often have needs that cut across all these areas and their needs may change over time.

## How do we view SEND at Middle Barton Primary School?

Middle Barton Primary School is part of the River Learning Trust. As a school within the Trust, we are committed to ensuring that all pupils realise their potential, through our ambitious, broad and balanced curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability. We are determined to ensure that all pupils with special educational needs and/or disabilities are identified, assessed and adequately supported. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to our whole curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve and be successful.

All staff at Middle Barton School share a commitment to supporting any child with an additional or special need, be this a short-term difficulty related to a very small part of the curriculum or school life, or more long term complex needs. We strive to provide the support each pupil needs in order for them to become a motivated and successful learner.

## Who should you talk to at Middle Barton Primary School about your child's difficulties with learning or SEND?

All staff working with your child/ren have a responsibility for ensuring inclusivity.

The [Class Teacher](#) is responsible for:

- Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is adapted to meet your child's individual needs.
- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need.
- Creating individual learning plans, for children with an EHC Plan (Education, Health and Care Plan) or for those children who require more individualised support. These are created in partnership with the SENDCO and shared with parents/carers.
- Sharing key information at parents' evening appointments.
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and which adaptations and support work best for them in order for them to make progress.

To arrange an appointment, class teachers can be contacted at the end of the school day or by the school office. They can also be contacted via Class Dojo.

The **SENDCo** is responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) to ensure that the appropriate provision is in place in order to meet the needs of all SEND children.
- Ensuring that parents/carers are fully involved in their child's learning and decision-making regarding their SEND.
- Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need.
- Providing specialist support and appropriate training for teachers and support staff.
- Supporting your child's class teacher to create individual learning plans for children with an EHC Plan or for children who require more individualised support
- Identifying and collating information for Education, Health and Care Plans, when needed.

The SENDCo is Emma Merry and can be contacted via [emerry@middlebartonschool.org](mailto:emerry@middlebartonschool.org) or via Class Dojo.

The **support staff**:

- Will work alongside your child's class teacher and SENDCO to support all children's learning needs.
- May be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, such as speech and language therapy.
- May provide additional interventions.

If you would like to speak to the support staff working with your child, this can be done through your child's class teacher.

The **Headteacher** is responsible for:

- The day-to-day management of all aspects of the school, which includes the support for children with SEND.
- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Delegating responsibility to the SENDCO, wherever appropriate.
- Ensuring that the Local Governing Body is kept up to date about all issues within the school relating to SEND.

The Headteacher, Kim Griffin, can be contacted via [kgriffin@middlebartonschool.org](mailto:kgriffin@middlebartonschool.org), via the school office, or Class Dojo.

The **SEND Governor** is responsible for:

- Ensuring that the school has an up to date SEND Information Report.
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children.
- Monitoring the budget to check that the school's SEND funding is appropriately spent.
- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Visiting the school to understand and monitor the support given to children with SEND and ensuring that every child maximises his/her potential.
- Helping to raise awareness of SEND issues at Local Governing Board meetings;

The SEND Governor, Claire Hague can be contacted via [chague@middlebartonschool.org](mailto:chague@middlebartonschool.org).

## How are children with SEND involved in their own learning?

At Middle Barton Primary School we plan and regularly review the support provided for children with SEND. We use the assess, plan, do, review approach which provides the opportunity for each child to be involved in the process. Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in their target setting.

This 4 part cycle follows:

1. **Assess** – clear analysis of needs based on:

- Views of the CYP and their parents/carers;
- Teacher assessments and observations;
- Current attainment;
- Previous progress and attainment;
- Tracking of progress and comparisons with national data;
- Assessments by external agencies (if appropriate).

2. **Plan** – following assessment, the teacher, SENDCO, parent/carers and pupil, agree on a plan of action to include:

- Time limited outcomes;
- The adjustments, support and interventions to be put in place;
- A date for review;
- Child-centred outcomes that are focused and recorded.

3. **Do** – all the teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- Differentiating and personalising the curriculum;
- Delivery of 'additional and different' provision;
- Planning support and measuring the impact of all group and one-to-one interventions delivered;
- Linking interventions to classroom teaching. The SENDCO supports teachers in the effective implementation of provision.

4. **Review** – the quality, effectiveness and impact of the provision your child is receiving is evaluated by the review date. This includes sharing information with your child and yourselves and seeking all parties' views. The cycle then starts again, assessing the updated needs of your child before planning a continuation of, or change to, provision. This process takes place termly and involves the views of students and their parents and carers.

## How could my child get help?

Children at Middle Barton Primary School will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Additional Support Staff
- Outside Agencies (e.g. Autism Outreach Support, Speech and Language Service, Educational Psychology Service)

Type/Level of Support	What this support looks like	Who can receive the support?
<b>Quality First Teaching</b>	<p>The class teacher will ensure the following for all children:</p> <ul style="list-style-type: none"> <li>• Provide Quality First Teaching.</li> <li>• Have high expectations and be aspirational for all children.</li> <li>• Ensure an adapted curriculum to meet all children's needs, so that all pupils are fully involved in their learning. This may involve practical experiences and a variety of resources to support individual learning.</li> <li>• Offer a broad and balanced curriculum</li> <li>• Provide a range of resources and teaching strategies to support all learning needs.</li> <li>• Ensure that individual strategies/resources are in place for children with specific needs.</li> <li>• Provide a safe and trusted place for children to bring any concerns and worries that are then addressed accordingly.</li> <li>• All lessons are differentiated.</li> </ul>	All children WILL receive this support.
<b>Universal Support</b>	<p>The class teacher will have carefully monitored your child's progress and if it is felt that they need some additional support in a particular area of learning, the following support could be put into place:</p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Targeted Reading</li> <li>• Maths/English intervention</li> </ul>	All children MAY receive this support.

	<ul style="list-style-type: none"> <li>● Speech and Language intervention</li> <li>● Additional social skills support</li> <li>● Additional support within the playground to ensure positive engagement</li> <li>● 'Keyworkers' identified for specific children during break and lunchtimes</li> </ul>	
<p><b>Targeted Support</b></p> <p>Targeted support can be for individual children or groups, and can be either in the classroom or outside of the classroom.</p>	<p>The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place and:</p> <ul style="list-style-type: none"> <li>● You will be informed if your child is receiving targeted support.</li> <li>● There will be opportunities to discuss any interventions that have been put into place to support your child's needs.</li> <li>● Interventions may include small group work or individual sessions on a specific target.</li> </ul> <p>The Targeted Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> <li>● Additional reading, writing or maths intervention/support</li> <li>● Mentoring</li> <li>● Fine and gross motor skills support</li> <li>● Movement breaks</li> <li>● Social and emotional support</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject/area of learning COULD receive this support.</p>
<p><b>Specialist Support</b></p> <p>Specialist support can be for individual children or groups, and can be either in the classroom or outside of the classroom.</p>	<p>Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning. Your class teacher/SENCO will:</p> <ul style="list-style-type: none"> <li>● Discuss with you any specialist support that your child is going to receive.</li> <li>● Ensure interventions have clear targets to help your child make progress.</li> </ul> <p>Specialist support from outside agencies may look different depending on the individual child's needs. This may involve a professional working 1:1 with your child or your child working within a small group.</p> <p>The Specialist Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> <li>● Creative Arts Therapy/Play Therapy</li> <li>● Nurture group</li> <li>● Mentoring</li> <li>● Pupil Referral Unit (PRU) reintegration/behaviour support</li> <li>● Outreach Support Service</li> <li>● Occupational Therapy</li> <li>● Speech and Language Therapy</li> <li>● Educational Psychologist</li> </ul>	<p>Any child that continues to have significant gaps in their learning and development, despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a specific special educational need COULD receive this support.</p>



<p><b>Education, Health Care Plan (EHCP)</b></p> <p>A statutory assessment for an EHCP will be initiated by the SENDCO in discussion with you, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<p>If, despite quality first teaching, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this on the website of your residing local authority under their SEND/Local offer section. (See below). This process is done in full partnership with you and your child. After the school have sent the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment. If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long and short term outcomes that are being sought. A meeting involving you and relevant professionals will also be held. If the Local Authority do not think your child needs this, they will ask the school to continue with the SEND support in school and provide further support to you and the school to ensure your child's needs are met. After the reports have all been sent in, an EHC Plan, to which you and your child will contribute, will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan. The school must make its best endeavours to put in place the support identified in the plan. The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.</p>	
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## What does the Local Authority offer?

As stated above, each Local Authority publishes its own Local Offer. A Local Offer is for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years. It provides information and support services that are available to families in their local area. The Local Offer can be accessed by the link below:

## [Oxfordshire County Council SEND Local Offer](#)

### **How will we support your child with identified SEND when he/she starts at school?**

We take all admission applications on an individual basis and each child and their needs are considered on an individual basis. Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access. Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.

New children arriving mid-year have identified buddies within the classroom. Contact is made with the previous school as well as visits carried out, where possible, to ensure comprehensive handover of information and a smooth transition.

If your child has been allocated a place in our school by the Local Authority and your child has a SEND, it is essential to contact the school SENDCO as soon as you receive the offer of a school placement, as we may not have details of your child's needs at this stage. We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school. If your child is starting in Nursery the nursery staff will carry out a home visit to discuss your child's needs.

### **How will we manage transition to another school?**

We recognise that transitions can be difficult for a pupil with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school Inclusion Manager/SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child;
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

- Information will be passed on to the relevant class teachers in advance with personalised targets included.

When moving to another key stage:

- We will liaise with the inclusion team in order to discuss the provision and records held from external agencies;

At end of KS2:

- We will fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth;
- The SENDCO will liaise with and discuss the specific needs of your child with the Inclusion Manager/SENCO of their secondary school;
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead;

- Secondary School support workers will be invited into school to meet with your child;
- Where possible, your child will visit their new school;
- If your child has an Educational Health Care Plan we will hold a transitional annual review.

If your child is returning to school after a period of absence, we endeavour to aid this transition and make it as smooth as is possible. The link below includes useful information on this transition:

<https://www.wholeschoolsend.org.uk/resources/ask-listen-do-returning-school-after-period-absence>

## How do we support families and children with SEND?

We work in collaboration with parents and carers to ensure the very best provision for your child. As a result, we aim to deliver access to a range of different support within school and other services that can specifically support parents and carers in managing your child's individual needs. We would encourage you to talk to your child's class teacher regularly, to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you by the SENDCO (in most circumstances), or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Home Learning can be adjusted to your child's individual needs.

We regularly hold workshops for parents/carers of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.

In addition, the Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with SEND. This service is also offered directly to young people and is free, impartial and confidential. KIDS SENDIASS have developed resources providing information and advice for parents, carers, professionals and young people. <https://www.kids.org.uk/sendiaass>

It is a legal requirement that all local authorities have an advice and support service.

In Oxfordshire they can be contacted via: <https://sendiaass-oxfordshire.org.uk/>

Whole School SEND provide leaflets, funded by the Department for Education, with the intention of building partnerships between families and their school. The aim is to provide families with questions to ask of schools, and empower them in having successful discussions about whether additional input at the SEN Support level is required and what that might mean:

<https://www.wholeschoolsend.org.uk/resources/ask-listen-do-understanding-sen-support>

<https://www.wholeschoolsend.org.uk/resources/ask-listen-do-guide-making-conversations-count-all-families>

## How can families gain additional support outside of school?

If you, or the school, believe that your child or young person requires more support than the current provision set in place, either the parent/carers or the School can request that the Local Authority carry out a statutory assessment of child or young person's needs. This is a legal process and further details about this can be located within the Local Authority's (LA) Local Offer (See above). After the school has sent in the request to the Local Authority (with detailed information regarding the young person and parent's/carer's views), the LA will decide whether they believe a student's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask the family and all professionals involved with the pupil to write a report outlining CYP's needs. If they do not think the CYP requires this, they will ask the school to continue with the Early Years SEND support or SEND support, dependent upon the age of the pupil. After the reports have been received by the Local Authority, they will decide if the student's needs are severe, complex and lifelong and if they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support the CYP will receive from the LA, how the support should be used and what strategies must be put in place. It will include long and short term goals. This will be used to support your child with whole class learning and via individual programmes and small group interventions. Each pupil's programme will vary depending on their needs and the targets set in the EHCP.

If the LA deems it not appropriate to issue an EHCP, they will write to all parties informing of their decision. At this stage, parents/carers can ask the school to review or continue with the support at the current level to make certain a plan is in place to ensure the CYP makes as much progress as is possible.

## How have we made this school physically accessible to children with SEND?

The school is accessible to children with physical disability, via adaptations to the school environment. We ensure that equipment provided is accessible to all students, regardless of their needs. Please refer to the School's Accessibility Plan for further details. [MBS Accessibility Policy](#)

## How do we ensure all pupils can access extra-curricular opportunities?

We make sure activities outside the classroom and school trips are available to all.

- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children, with 1:1 support, if necessary.

- A wide range of before, during and after school clubs are available to all pupils. Adjustments are made to support all children's participation. Health and safety audits will be conducted as and when appropriate;
- The school ensures that there is a qualified first aider on site during all extra-curricular activities.

## **How do we support Social and Emotional Health and Wellbeing?**

At Middle Barton Primary School, we believe that every child is an individual and should be valued. We believe that all children should have their needs' met and should be given equal access to the entire curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be, so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

We are continuously developing PSHE education across the school, and aim to offer a curriculum which is balanced and broadly promotes the spiritual, moral, cultural, mental and physical development of all children.

## **How do we work with outside agencies?**

The School liaises with a range of agencies for advice and support in order to provide tailored support to meet individual needs. These agencies include, but are not exhaustive:

- Specialist Teaching service;
- The National Health Service, including speech and language, occupational and physiotherapists;
- Charities;
- Therapists.

## **How is the effectiveness of provision made for children with SEND evaluated?**

Each individual child's progress is continually monitored, so that we have an in-depth knowledge of your child. Regular opportunities are provided for observations, learning walks, moderation and reflective professional dialogue. The impact of provision on the attainment and progress of your child is discussed at pupil review meetings and provision mapping cycles include reviews of interventions and the impact evaluations of these. All interventions are monitored and evaluated for impact on your child's outcomes

At the end of the Reception year and each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Government Standardised Assessment Tests (SATs), EYFS and Phonics Assessment (Year1). The results of these are published nationally.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all relevant stakeholders who are involved with the child's education. All children are set appropriate targets. Through the target setting process, children will be fully involved in

setting their own individual learning targets with a key designated adult. This is adapted to suit each child's age and ability. Progress, targets and the success of additional interventions are reviewed regularly with key designated adults. These are shared with parents/carers to ensure a clear understanding of individual pupil progress. Children with high level needs will have an individual plan which is reviewed termly.

The Senior Leadership, SENDCO and SEND Governor all regularly monitor the progress of pupils with SEND.

## **How are the adults in school helped to work with children with an SEND and what training do they have?**

- The SENDCO collaborates with class teachers and support staff in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENDCOs access additional training to teaching staff to support them to train and support staff in the delivery of Quality First Teaching for all learners with SEND.

## **What can parents/carers do if they are unhappy with the school's SEND provision?**

Depending on the nature of the concern, you may wish, or be asked to follow the school's formal complaints procedure. The prime aim of the Complaints Policy is to resolve a complaint as fairly and effectively as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school. The Complaints Policy can be found on the school website. [RLT Complaints Policy](#)

## **Glossary**

Special Educational Needs Abbreviations:

SEND - Special Educational Need and Disabilities

IEP – Individual Education Plan

EHCP – Education, Health and Care Plan

CAF – Common Assessment Framework  
SEMH – Social Emotional and Mental Health  
ASD – Autistic Spectrum Disorder  
SLCNs – Speech Language and Communication Needs  
ADHD – Attention Deficit and Hyperactivity Disorder  
ADD - Attention Deficit Disorder  
ODD – Oppositional Defiance Disorder  
OT – Occupational Therapy/Therapist  
EP – Educational Psychologist  
CAMHS – Child and Adolescence Mental Health Services

Family Services Abbreviations:

CP – Child Protection  
CIN – Child in Need  
LAC – Looked After Child  
SGO – Special Guardianship Order  
PEP – Pupil Education Plan  
SW – Social Worker  
MDT - Multi-disciplinary Team  
TAF - Team Around the Family  
CYPS - Children and Young People's Services