

# Corpus Christi Catholic Primary School

## SEND Information Report

Corpus Christi Catholic Primary School, (part of the Bishop Wilkinson Catholic Education Trust) is a maintained, mainstream school for pupils from the ages of 3-11 years. The school caters for pupils with a range of additional educational needs and disabilities.

As part of the Children and Families Act 2014, all schools are required to provide a Special Educational Needs (SEND) Information Report to parents. This report details how the school can support children with Special Educational Needs and/or Disabilities.

At Corpus Christi Catholic School, we support and value the abilities of all of our pupils. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Raising awareness of additional needs and creating an inclusive learning environment throughout Corpus Christi

We aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We believe that every child is equal, valued and unique and aim to provide a broad and balanced high-quality curriculum for all children.

We use our best endeavours to secure special educational provision for children for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need identified in the **SEN Code of Practice (2014)**.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers make provision to enable children to participate effectively in curriculum and assessment activities. Thus, some children may need additional or different help from that given to other children the same age. Children may have special educational needs either throughout or at any time during their school career. We recognise the necessity to work in partnership with parents and will ensure they receive information on the statutory procedures and the outcomes for their children.

Our SEND policy is intended to give families information regarding the ways in which we support our pupils with special educational needs (SEND) to reach their potential. The strategies, resources and support are continually developed and our provision is modified to meet the needs of individual children.

If you would like further information about the support we offer, then please contact our SEND lead, Claire Wilson or our SENCO, Maria Lilley on (0191) 4772175 or via email:

[Claire.Wilson@corpuschristi.uk](mailto:Claire.Wilson@corpuschristi.uk)

[Maria.Lilley@corpuschristi.uk](mailto:Maria.Lilley@corpuschristi.uk)

## **Special Educational Needs Information**

Corpus Christi Catholic Primary School is a diverse, inclusive school. Our aim is to ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support.

In addition to a SENCO (Special Educational Needs Co-ordinator) we also work very closely with various professionals from a wide range of outside agencies, including Educational Psychologists, HINT (High Incidence Needs Team), LINT (Low Incidence Needs Team), EYAIT (Early Years Advisory Intervention Team), SALT (Speech and Language Therapists), OT (Occupational therapists), CYPS (Children's and Young Peoples Service).

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs. Corpus Christi Catholic Primary School operates its SEND provision in line with Gateshead Local Authority's and the Bishop Wilkinson Academy Trust's SEND and disabilities policies and procedures.

### **What is SEND?**

**Special Educational Needs and Disabilities (SEND)** is a legal term for children and young people who will need extra support during their education.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age and are attaining around two years behind their peers.

They have a disability:

- Physical or emotional which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

It is set out in the Government's 2014 '**Special educational needs and disability code of practice: 0 to 25 years**'. This document is called the '**SEN Code of Practice**'. It says:

*'A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

and that a **Disability** is when someone has '*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*'

There are many different kinds of SEN and Disability. The SEN Code lists some examples of SEND. They are in four main groups:

#### **1. Communication and Interaction**

#### **2. Cognition and Learning**

#### **3. Social, Emotional and Mental Health**

## **4. Sensory and Physical**

### **Identification and assessment of pupils with special educational needs**

The school SEND policy and the arrangements to support pupils with SEND is fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, 2014. The SEND Policy is available on the school's website. All students follow a broad and balanced curriculum that is appropriate to their age and stage of development which is personalised to consider their needs and abilities.

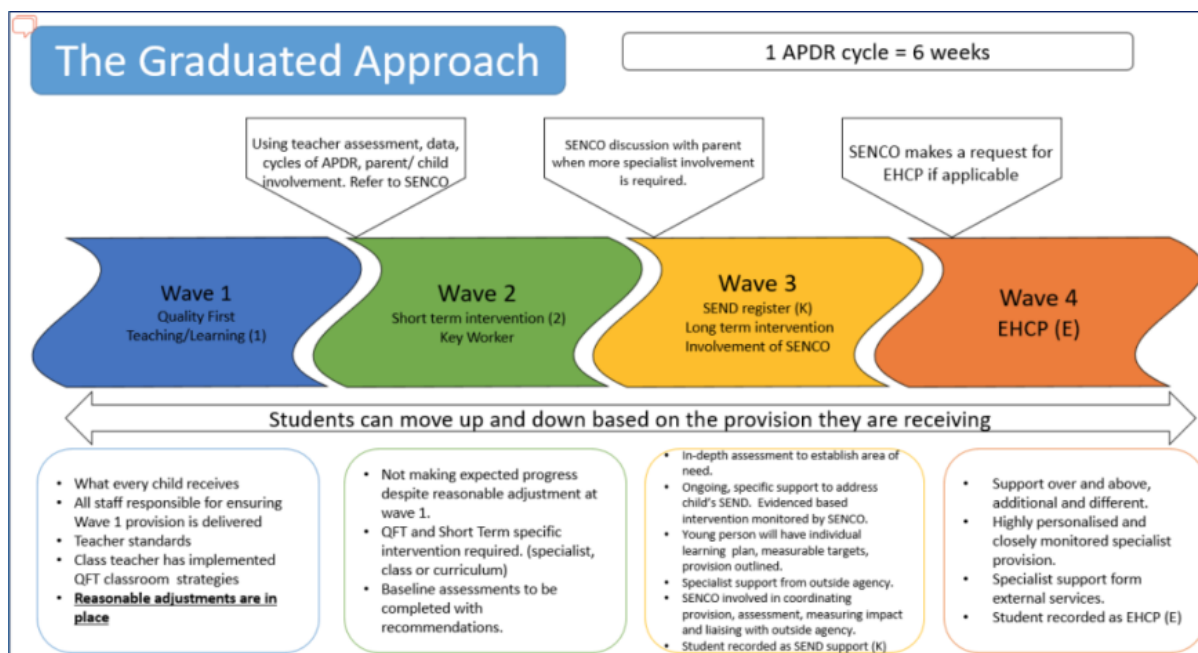
Identification of new pupils is through baseline assessment, routine data collection, outside agencies, information from previous settings, parent/carer transition meetings and initial visits.

Children in early years are assessed through the baseline assessment. Children from Year 1 upwards are given appropriate assessments including Salford Reading Test, Little Wandle phonics assessment, White Rose maths assessment, Engagement Model, staff observations. Students who are not meeting expected targets in reading will be given additional support which forms part of the Little Wandle Scheme. They will also be given additional reading sessions throughout the week. School follows a mastery approach in maths. School has invested in additional teaching support to allow immediate, focused interventions during whole class maths and opportunities for teaching staff to give additional practice for identified difficulties.

Assessment of children with English as an Additional Language requires a sensitive approach. Having English as an Additional Language is not a special educational need but some children with EAL may also have a special educational need which makes assessment more complex.

Concerns about a pupil having SEND can be raised by any member of staff, any parent/carer or a pupil themselves. The school is aware that needs may change over time and that new needs may be identified at any point during a pupil's journey through primary school. Any concerns regarding pupils having special educational needs are made directly to the SENDCo. Staff should complete a form detailing concerns. An initial assessment will be made and, if required, may lead to further specialist testing before a decision regarding additional support is made. The pupil will be added to the school's SEND register and parents/carers/staff will be fully informed of any decisions made. We always seek the permission of parents/carers to refer to external agencies for the assessment of a child.

School operates a Graduated approach to identify and support children with special educational needs and disabilities. The graduated system has four waves of support. Wave 1 includes Quality First Teaching methods and strategies in the classroom. Wave 2 includes short term, specific interventions in class. Wave 3 involves longer term intervention and the involvement of the SENDCo. Wave 3 is recorded on the SEND register as SEN (K). Wave 4 children have an Education, Health and Care Plan (EHCP). Students can move up and down this register based on the provision they are currently receiving.



### **For all children at Corpus Christi Catholic Primary School with an additional need (Wave 1/2/3/4):**

- We create an environment that meets the special educational need of each child.
- We ensure all staff are aware of disability equality and support outcomes for children.
- We ensure early identification and provision for children with SEND.
- We make clear the expectations of all partners in the process.
- We identify the roles and responsibilities of staff in providing for children's SEND.
- We enable all children to have full access to all elements of the school curriculum with high quality first teaching, differentiated for individuals, as the first step in responding to children with SEND.
- We use the Assess-Plan-Do-Review model to identify and meet the needs of the children.
- All children will have an individual support plan which will be discussed with parents at opening evening.
- We regularly review the quality of teaching for all children, including those at risk of underachievement.
- We ensure parents are able to play their part in supporting their child's education.
- We ensure that our children have a voice in this process.
- We work in partnership with the Local authority and other outside agencies to ensure a multi-professional approach.
- We ensure a high level of staff expertise through well targeted CPD (Continued Professional Development).
- We ensure support for children with medical conditions and full inclusion in all school activities by consulting with health and social care professionals where appropriate.
- We inform the governing committee of all aspects of learning support and SEND issues in school.
- We provide a framework for monitoring and evaluation of; policy, practice and provision.

- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Gateshead Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School
- We liaise closely with secondary schools at transition times to ensure that SEND pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

### **For pupils at SEN (K) Wave 3**

In addition to the above strategies, when pupils move to Wave 3 and require longer term or more specialist intervention, the following will apply:

- A detailed Action plan will be drawn up, planning future intervention using SMART targets
- SENCo will seek the permission of parents/carers to refer to any external services
- Parents will be contacted to add their observations and views to the overall picture
- Pupil views as to how they prefer to be supported will be sought. In the cases of younger children or children unable to express their views verbally, photos may be used to show expression of choice etc.

### **For pupils with a higher level of need or an Education Health Care Plan (EHCP)**

#### **Wave 4**

- Detailed planning and monitoring of progress.
- Individualised programmes of work across several areas.
- 1:1 adult or small group support where appropriate.
- Annual reviews of an EHCP with recommendations submitted to the local authority.
- Multi-agency planning and assessment of SMART targets at interim reviews.

### **Quality First Teaching**

As stated in the SEN Code of Practice (2014), “high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people ... Special provision is underpinned by high quality teaching and is compromised by anything less.”

Bishop Wilkinson Trust and Gateshead LA has clear expectations regarding the aspects of Quality First Teaching which must be in place to ensure a solid foundation to meeting the needs of children and young people with special educational needs within schools. It is only after this has been implemented that we should consider whether a child or young person has special educational needs. These expectations are detailed below:

### **Approach, Intervention and Resources**

The following approaches, interventions and Resources should be in place for all children and young people, including those with Special Educational Needs and Disabilities:

- All teachers develop an enhanced level of knowledge to support them in how to adapt teaching and learning to meet particular types of SEND as part of their delivery of intervention as part of Quality First Teaching.

- All staff have a basic awareness and understanding of child development
- Information sharing: information regarding specific areas of need or needs of individual children and young people is shared with all relevant staff.

### Child and family centred approach

- **Good home-school liaison;** regular parent contact, acknowledgement of parent and child views and use of a home-school message system
- **Mechanisms for children's voice**
- **Shared understanding;** discussion and feedback with both children and parents regarding aspirations, strengths, weaknesses and reviewing progress towards shared outcomes.
- **Informed choices;** children and families are able to make informed choices

### Teaching and Learning

- **High expectations and aspirations;** for all children and young people with SEN, whatever their prior attainment
- **Differentiation;** planned and targeted to address weaknesses, overcome barriers to learning and reduce the need for "additional" or "different" interventions. This should include the provision of extra processing time and recording time and special arrangements for exam success.
- **Use of mastery approach**
- **Opportunities for collaboration;** the curriculum provides opportunities for the development and collaborative working skills for children.
- **Rewards;** consistent systems in place across whole school, classes and specific groups
- **Understanding;** planning is informed by understanding of child development and reflects opportunities across different learning styles (including play), sensory preferences and use of mastery approach to aid memory and retention
- **Enjoyment;** teaching is planned in a way which imparts enjoyment and enthusiasm to learn and progress whilst being able to take learning risks
- **Small groups and collective learning;** targeting specific areas of weakness or developing certain skills
- **Understanding, reinforcement and memory aids;** e.g. use of visual timetables, check lists, to-do list, word maps and reinforcement strategies
- **Expectations;** clear expectations in relation to work and behaviour
- **Peer support and buddying;** to support learning and peer relationships
- **Self-confidence and independent learning skills;** through opportunities, recognition, modelled self-reflection and carefully managed support
- **Regular movement breaks;** for children when they are sat for an extended period of time
- **Responsive one-to-one support;** should be made available for all children as they require it.

### Unstructured times

- **Lunch and break provisions;** unstructured and structured, adult led activities and support for all children with a variety of interests and needs
- **Peer support and buddying;** to support peer relationships
- **Safe places to access;** for children who need these during unstructured times

### Environment and organisation

- **Classroom organisation;** consideration of groupings, seating plans, etc, to support learning and opportunities to build effective relationships
- **Predictable environment;** planned daily structures and clear behaviour expectations
- **Visually supportive learning environment**
- **Access for all children;** irrespective of SEN or disability
- **Accessibility plans;** demonstrating improved access over time
- **Positive images of SEN and disability;** as part of school displays and resources available

### Social and emotional

- **Extra pastoral support arrangements and safe bases;** the emotional well-being of children with SEN is supported as individuals and within groups, their thoughts and feelings are listened to and measures are taken to prevent bullying
- **Social issues;** PHSE lessons address social issues in an accessible and sensitive way
- **Understanding of keeping safe;** Vulnerable children access explicit teaching on areas such as safe use of internet and social media, drugs, awareness of alcohol and Child Sexual Exploitation
- **Responsive opportunities to reflect on negative behaviours**
- **Nurturing provision;** support for children's emotional growth and development

### Inclusion

- **Ethos of diversity and respect;** all children feel valued and included in the whole school community. Disabled children and those with SEN are not treated less favourably than others and are protected from being at a substantial disadvantage.

### Aids and equipment

- **Provision of auxiliary aids and equipment.** Under the Equality Act (2010), schools are expected to provide auxiliary aids or services for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children.

### Strategic approach

- **Staff as positive role models;** supporting children through social interaction and experiences to learn from
- **Reflective practice**
- **Value and investment;** children with SEND and the work to support their achievement is valued and invested in by the school leadership team
- **Consistency of approach and strategies across all staff**
- **All teachers develop an enhanced level of knowledge** to support them in how to adapt teaching and learning to meet particular types of SEND as part of their delivery of intervention as part of Quality First Teaching.
- **All staff have a basic awareness and understanding of child development**
- **Information sharing;** information regarding specific areas of need or needs of individual children and young people is shared with all relevant staff.

### Transition planning

- **Clear transition planning:** for children and young people moving from class to class or changing education phase: taking account of needs before the change, at the early stage of



the change and after the change, to ensure all emerging issues highlighted during the transition process factors have been considered. Reasonable adjustments under the Equality Act must also be considered as part of this;

- **Preparing for adulthood**, from the earliest stages; aspirations and outcomes from the early years are considered in relation to future life paths and successful transitions into adult life.

### **Monitoring progress**

- **Ongoing assessment and review**; baseline assessments and review on a termly basis
- **Pupil records**; recording of aspirations, strengths and difficulties
- **Involving the pupil and parents**; informal and formal sharing of progress towards outcomes
- **Safe places to access**; for children and young people who need these during unstructured times
- **Use of CPOMS** to monitor any individual incidents, causes for concern or sharing of information
- **Our Medicines Manager (Mrs Lynne Carse) oversees the implementation of the Medicines in School Policy.** She oversees storage of medicines in school and works with the SENCo in the care of children with an Independent Health Plan.

<b>Types of SEND for which provision is made at Corpus Christi Catholic Primary School</b>	<b>Support/Provision made at Corpus Christi Catholic Primary School</b>
<p><b>Communication and Interaction</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders (ASD)</li> </ul>	<p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Visual timetables, where appropriate, to help support pupils know what will happen and when</li> <li>• Verbal and non-verbal information with cues, demonstration, modelling</li> <li>• Information is clear, direct and broken down, with careful use of questioning, rephrasing and repetition. Use of Colourful Semantics and Communication in Print may support this.</li> <li>• Checking of understanding and listening</li> <li>• Awareness of own and children’s body language by staff</li> <li>• Different learning approaches such as role play and language rehearsal, intensive interaction and use of objects and sounds of reference, photos, Makaton, PECS, signs and symbols</li> <li>• Individual and targeted interventions focusing on speaking and listening, thinking skills, phonological awareness and specific social scripts etc</li> </ul> <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• Support during times of stress or anxiety.</li> </ul>



	<ul style="list-style-type: none"> <li>• Use of modelling and cues to support socially appropriate behaviour</li> </ul>
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<ul style="list-style-type: none"> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Use of ICT where possible to reduce barriers to learning</li> <li>• Resources to support pupils with speech, language and communication difficulties e.g. word banks, visual prompts, PECS, Colourful Semantics, Communication in Print, Talk Boost, ICE Pics, photos etc</li> <li>• Developing opportunities to communicate in various ways (particularly in EYFS) such as Makaton, Intensive Interaction, PECS, objects and sounds of reference, photos, signs and symbols</li> <li>• Support or supervision at unstructured times of the day. E.g. break time and lunchtime where appropriate.</li> <li>• Small group or 1:1 support to develop pupil's speech, language and communication such as Talk Boost or following programmes of work provided by outside specialists such as the SaLT service where possible.</li> </ul> <p><b>Social and emotional</b></p> <ul style="list-style-type: none"> <li>• Reward of golden time.</li> <li>• Social skills support through small group intervention E.g. social stories.</li> <li>• Resources to reduce anxiety and promote emotional wellbeing E.g. fiddle toy, stress ball. *Use of individualised reward systems to promote learning and enhance self-esteem. E.g. Class Dojo points.</li> </ul>
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## Cognition and Learning Needs

This may include:

\*Learning Difficulties  
(Moderate – MLD)

\*Specific Learning Difficulties  
(Dyslexia,  
Dyspraxia,  
Dyscalculia)

## Teaching and Learning

- Verbal and non-verbal information with cues, demonstration, and checking of understanding
- Explicit links drawn between previous and current learning, vocabulary, learning strategies and life experiences
- Use of different and multi-sensory approaches
- Specific teaching, pre-teaching and explanation of new vocabulary
- Consideration of pace
- Strategies to promote and develop literacy and mathematical skills with increasing independence.
- Targeted small group support in class from the class teacher, Team Teacher and Teaching Assistant, such as use of mastery approach in maths. \*Small group or one-to-one intervention sessions/programmes are delivered to improve skills in reading, writing and maths E.g. Lexia, Times Tables Rock Stars.
- Small group daily phonics teaching for Reception and Key Stage 1/2 pupils at their level of phonic knowledge.
- Differentiated phonics teaching or repetition of key learning at the phase of that individual pupils are working within E.g. Little Wandle
- Use of ICT where possible to reduce barriers to learning E.g. Lexia Reading.
- Provision of table top resources to promote independence and ensure that learning is multisensory and practical.
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.
- Referral to external agencies, such as the High Incidence Needs Team (HINT) or the Early Years Assessment and Intervention Team (EYAIT) for specialist advice.

### Strategic approach

- Strategies and resources to support dyslexic pupils E.g. coloured overlays for reading, word banks to support spelling of key words.

	<ul style="list-style-type: none"> <li>• Strategies and guidance from external agencies such as HINT are followed.</li> </ul>
<p><b>Social, Emotional and Mental Health Difficulties</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>*Social difficulties</li> <li>*Mental health conditions</li> <li>*Emotional difficulties</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Social and emotional aspects of learning are recognised within curriculum planning</li> <li>• One-to-one or small group sessions for vulnerable pupils identified to improve social skills and emotional well-being.</li> <li>• Opportunities to attend residential trips in Year 6, which help to develop social, emotional and behavioural resilience, promoting independence</li> </ul> <p>Social and Emotional</p> <ul style="list-style-type: none"> <li>• Explicit teaching of self-awareness and emotional reflection</li> <li>• Restorative approaches to managing relationships</li> <li>• Understanding of emotional needs within wider contexts e.g. home, community</li> </ul> <p>Strategic approach</p> <ul style="list-style-type: none"> <li>• Positive behaviour policy, children take responsibility for their own actions</li> </ul>

	<ul style="list-style-type: none"> <li>• Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy).</li> <li>• Risk assessments are carried out where appropriate to ensure the safety and inclusion of all pupils in all activities.</li> <li>• Referral to external agencies, such as the Psychological Service, CYPS and CAMHS for specialist advice.</li> </ul> <p>Recording and monitoring</p> <ul style="list-style-type: none"> <li>• Use of CPOMS to record and monitor incidents related to social, emotional and behavioural needs</li> </ul>
<p><b>Sensory and/or Physical Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>*Hearing impairment (HI)</li> <li>*Visual impairment (VI)</li> <li>*Multi-sensory impairment</li> <li>*Physical Disabilities</li> <li>*Medical Need</li> </ul>	<p><b>Environment and Organisation</b></p> <ul style="list-style-type: none"> <li>• Use of curtains and blinds within teaching areas</li> <li>• Physically and sensory clutter free environment</li> <li>• Safe places are provided for specialist equipment when not in use</li> <li>• A VI friendly environment</li> <li>• A PI friendly environment including appropriate access adaptations and consistent layout of rooms and outdoors</li> <li>• Planned movement around school and classroom considering specific PI needs</li> <li>• Supported/adapted access to all aspects of school life including physical education, whole school/class events and general school functions (including access to dinner hall/alternative eating arrangements, carrying trays etc)</li> <li>• Use of accessible resources, multi-sensory approaches to learning, equipment and aids</li> <li>• We provide support with personal and intimate care when needed</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Awareness of positioning, voice and pace in respect of learners.</li> <li>• Inclusion of VI and HI learners through adapted communication and verbal and sensory cue.</li> <li>• Handwriting support through whole school handwriting scheme.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of accessible print, resources, multi-sensory approaches to learning, equipment and aids</li> </ul> <p>Strategic approach</p> <ul style="list-style-type: none"> <li>• Staff work with specialists to seek advice and guidance on meeting the needs of individual pupils e.g. Low Incidence Needs Team (LINT), Occupational Therapy, Hospitals, Nurse Co-ordinator</li> <li>• Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs.</li> <li>• Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills where possible. Physical aids or resources where necessary or where advised by specialists E.g. posture cushion, pencil grips, spring scissors, therapy putty.</li> <li>• We plan for continued improvement in accessibility through our Accessibility Plan e.g. disabled toilets, lift accessing all floors in building, low, wide steps in outdoor classroom</li> <li>• Our staff understand and apply the medicine administration policy.</li> <li>• Our Medicines Manager Designated first aid trained staff are assigned to break, lunchtimes, trips or visits</li> </ul>
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If you are at all concerned about your child's needs, their class teacher will be more than happy to discuss them with you at a convenient time, and they can be contacted by telephone or Class Dojo. You can also talk to Mrs Lilley who is the SENCO (Special Educational Needs Co-ordinator) in school. Our role is to support children and parents to ensure the needs of your child are being met.

### **Additional Information**

**Children and Families Act 2014**

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Gateshead's Local Offer**

### **Support for children and young people with SEND**

The **Gateshead Local Offer** brings together information for children and young people aged 0-25 years with special educational needs and disabilities (SEND) and their families. This includes information about services and support, and advice and guidance on education, health, social care and transport.

Contact us at [senteam@gateshead.gov.uk](mailto:senteam@gateshead.gov.uk) <https://gateshead-localoffer.org/>

You can also keep up to date by following the Gateshead Local Offer [Facebook page](#) You can download Gateshead Council's SEND newsletter here: <https://gateshead-localoffer.org/gateshead-send-network-newsletter/>

## **Glossary of Terms relating to SEND**

<b>Term</b>	<b>Explanation</b>
<b>ASD</b>	Autistic Spectrum Disorder
<b>CYPS</b>	Children and Young Peoples Service
<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>HINT</b>	High Incidence Needs Team
<b>ICT</b>	Information Communication Technology
<b>KS1</b>	Pupils in Year 1 & 2 (aged 5-7 years) in primary school
<b>KS2</b>	Pupils in Years 3 to 6 (aged 7-11 years) in primary school
<b>LINT</b>	Low Incidence Needs Team
<b>MLD</b>	Moderate Learning Difficulties
<b>OT</b>	Occupational Therapist

<b>SALT</b>	Speech and Language Therapist
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SLCN</b>	Speech language Communication Needs
<b>SPLD</b>	Specific Learning Difficulties E.g. Dyslexia, Dyspraxia, Dyscalculia