



KINGSDOWN SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2025/2026

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(Deputy Headteacher Inclusion) & Sarah Crawford (SEND
Governor)

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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 contact the school and talk to your child's tutor in the first instance. 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 Coordinator (Lauren Clements or one of the Deputy SENDCOs Sofi Ben-Ali or Sarah Kearns) at: sendco@kingsdownschool.co.uk 01793822284.

Introduction

The information below details the offer within Kingsdown School 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 on the [Kingsdown School Website](#).

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](#)
- [Teaching & Learning Policy](#)
- [The Behaviour Policy](#)
- [The Curriculum Policy](#) (currently being updated)

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 Kingsdown?

At Kingsdown School, we use TEMPO to structure our lessons and ensure that we have high expectations, we teach them well and we know them well. This includes Task Design, Explanation, Modelling, Practice and Oracy.

At Kingsdown School we have 6 Kingsdown BEATS which highlight the values that our students exhibit on a daily basis. These form part of our pastoral and achievement systems and support the staff to have championing conversations with the students we support. The Kingsdown Beats are:

- Pride - I am proud of who I am and our school, I take advantage of every opportunity.
- Ambition - I expect the best from myself, I have ambitious aspirations for my future.
- Stretch, I really want to learn and will stretch myself to achieve what I didn't think possible.
- Challenge - I am curious, determined and resilient. Set me a challenge and I will always rise to it.
- Respect - I am considerate, I care about others and my surroundings, I encourage and expect others to do the same.
- Responsibility - We are all part of something special and I am not going to let us down, My attendance really matters.

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 education support champions (ECSs) have a clear understanding of the learning needs of the children in their class. Senior leaders at Kingsdown 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:

- Access to know students well
- 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, that supports the learning of all children
- 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 support staff
- making available specialist equipment and digital technology to support access and participation in learning

What types of SEND does the school provide for?

At Kingsdown 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 of these areas and their needs may change over time.

How do we view SEND at Kingsdown School?

Kingsdown 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.

Who should you talk to at Kingsdown 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 high quality and thorough to meet your child's individual needs.
- Monitoring the progress of children 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 children are aware of their individual needs and/or conditions and which adaptations and support work best for them in order for them to make progress.

Class teachers can be contacted via the school website.

The [SENDCo](#) is responsible for:

- Coordinating all the provision in school for children with Special Educational Needs and or Disabilities (SEND) to ensure that the appropriate support is in place in order to meet the needs of all children with SEND.
- 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 records of need.
- Providing specialist support and appropriate training for teachers and support staff.

- Q&A
- Staff cpd
- Supporting your child's class teacher/s to identify barriers to learning and select appropriate strategies to remove these barriers 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.
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The SENDCo is Lauren Clements and can be contacted via

sendco@kingsdownschool.co.uk 01793 822284.

In her absence the SEND team is led by Briony Bowers, Deputy Headteacher for Inclusion, supported by two Deputy SENDCOs Sofia Ben-Ali and Sarah Kearns.

The [support staff](#):

- Will work alongside your child's class teacher/s and SENDCO to support all children's learning needs.
- May be allocated to work with a pupil or class to provide additional support.
- May provide specialist support in a particular area of need such as Social, Emotional Mental Health, Cognition and Learning or Communication and Interaction.
- May provide additional interventions.

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 SENDCO 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, Emma Leigh-Bennett, can be contacted via

head@kingsdownschool.co.uk

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, Sarah Crawford can be contacted via
scrawford@kingsdownschool.co.uk

How are children with SEND involved in their own learning?

At Kingsdown 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.

This 4 part cycle follows:

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

- Views of the child 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, school staff, parent/carers and pupil, agree on a plan of action to include:

- The adjustments, support and interventions to be put in place;
- The child- centred outcomes;
- The expected impact on progress, development or behaviour;
- A date for review.

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 through our three reporting times (December, your child's parents evening and July) 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.

How could my child get help?

Children at Kingsdown 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. Communication and Interaction team, Speech and Language Service, Educational Psychology Service or CAMHS).

Type/Level of Support	What this support looks like	Who can receive the support?
Quality First Teaching (TEMPO)	<p>The classroom teacher will ensure the following for all pupils:</p> <ul style="list-style-type: none"> • Provide Quality First Teaching • Have high expectations and be aspirational for all pupils. • Offer a broad and balanced curriculum • Provide a range of resources and teaching strategies to support all learning needs. • Ensure that individual strategies/resources are in place for children with specific needs. • Provide a safe and trusted place for children to bring any concerns and worries that are then addressed accordingly. • All lessons are adapted according to the individual need of the pupils 	All children will receive this support.
Universal Support	<ul style="list-style-type: none"> • A positive and supportive school culture that promotes positive mental health and wellbeing. This includes providing opportunities for pupils to develop social connections, celebrate their achievements, and feel valued and supported within the school community. 	All children will receive this support.

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| | <ul style="list-style-type: none"> • Clear Attendance Policy-Monitoring absences for patterns or areas of concern • Clear systems and routines are established to ensure high expectations for behaviour are met, creating a calm and safe environment to learn • Wellbeing Policy/Whole school approach to wellbeing • Special educational needs identified and supported • Centrally planned and intentionally high-quality curriculum in all subject areas • Consistent application of Teaching and Learning Policy • Regular feedback through the schools assessment policy • A well-planned whole school approach to the Personal Development Curriculum, which includes sessions on how to report bullying, sexual harassment, online sexual abuse and sexual violence. Health and wellbeing initiatives. • Mental Health first aid training for all key staff • Enrichment activities: such as sports clubs, music and drama groups, and language clubs, which can help pupils develop new skills and interests outside of the classroom. • Staff training in all four areas of need: Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction and Sensory and/or Physical needs. • Intentional whole school Reading Programme • Supported areas during Break and Lunch times • Careers guidance: careers advisor that provides pupils with guidance on post-secondary school options, such as university, apprenticeships or vocational training. • Pastoral support system- This team provides emotional and social support to pupils, ensuring that they feel safe and happy at school. | |
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	<ul style="list-style-type: none"> • Regular contact with Form Tutor, Progress Leader, SENDCO. • Embedded Pupil Voice across the school • Visual timetables • Extended support during transitions • Strong relationships across the community for parent, pupils and staff • Open contact between parents/carers and school • Parental feedback • Links with external agencies such as CAMHs and signposting of external agencies to parents/carers 	
<p>Targeted Support</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>Your child's progress will be closely monitored and if it is felt that they have a specific gap in their learning and understanding or difficulties with SEMH or C&I difficulties, targeted support will be put into place and:</p> <ul style="list-style-type: none"> • You will be informed if your child is receiving targeted support. • There will be opportunities to discuss any interventions that have been put into place to support your child's needs. • Interventions may include small group work or individual sessions on a specific target. <p>The Targeted Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> • Individual/Small group Cognition and Learning support: this may include additional literacy (Fresh Start / Lexia) or numeracy support (Numicon) • Barriers to Learning identified: Understanding the barriers can help develop targeted support strategies that address the specific needs of all children • Bespoke reintegration timetable: This may involve slowly reintroducing children back into the school environment • Bespoke Curriculum offer: This can include a bespoke timetable • Restorative justice practice: Restorative justice aims to repair 	<p>Any child who has specific gaps in their understanding of a subject/area of learning or difficulties with SEMH or C&I could receive this support.</p>

	<p>relationships between individuals who have been involved in a conflict. This can help children feel more supported and empowered to resolve conflicts in a positive way</p> <ul style="list-style-type: none">• Targeted Pastoral support• Study support: after-school study support sessions for pupils who need extra help with their homework or revision• Assistive technology: access to assistive technology such as communication aids, text-to-speech software, and speech recognition software. This can help pupils to communicate more effectively and participate more fully in the learning environment• Emotionally Based School Non Attendance (EBSNA) Training for Identified staff• Identification of Push/Pull factors at school and at home to support with EBSNA• Trauma Informed training for staff• Communication and Interaction Team universal support: Regular meetings to discuss children with C&I needs• Group Intervention Programmes for area of need: Anxiety, Self-esteem, Exam stress, Communication and Interaction programmes: Emotional regulation and building resilience. These programmes can help children develop stronger social and emotional competencies, which can support their overall wellbeing and academic success• Drop-in sessions with the School Nurse• Supported break and lunch times: This can help children to develop their social communication skills and build positive relationships with their peers• Sensory Profile exploration• Regular contact with Key Adult to build trusted relationships• Safe/Quiet space in school• Exam access arrangements	
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	<ul style="list-style-type: none"> • Soft start arrangements in the morning • Supported transitions between lessons • Targeted Parent Information Evenings- SEND/Transition points/Curriculum choices/ Exam Support 	
<p>Specialist Support</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 child's key adult will:</p> <ul style="list-style-type: none"> • Discuss with you any specialist support that your child is going to receive. <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>Collaborative problem-solving sessions to identify strategies that can help children to manage difficulties. This can include working with teachers, parents, and mental health professionals to develop a tailored plan that meets the needs of the child.</p> <p>The Specialist Support that your child could receive is as follows:</p> <ul style="list-style-type: none"> • Individual counselling to children who are struggling with SEMH • EBSNA intervention programme run by the EP service. Offering guidance, advice, and support to help children to manage their emotions and overcome their worries. • Individual sessions with School Nurse • Individual support programmes ran by Be You Swindon • Educational Psychologist involvement • BASIS Support Service • Alternative provision options including online learning programmes. 	<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>
Education, Health Care	If, despite quality first teaching, targeted	

<p>Plan (EHCP)</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>intervention, advice and specialist support 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 Needs Assessment (EHCNA). 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 has 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 does 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: [Swindon Borough Council SEND Local Offer](#)

How will we support your child with identified SEND when he/she starts at 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.

Kingsdown School is an inclusive school which welcomes students with a wide variety of different needs. We will not discriminate against any student on the basis of their educational needs or disabilities, and no student will be refused admission to the school on the basis of his or her educational needs or disabilities, provided we are able to meet their needs. Places for students on the SEND register under 'School support' are allocated by the Local Authority in the usual way. In accordance with legal requirements, students with an EHCP naming Kingsdown School in section I will always be admitted, if the school is able to meet their needs. Students under SEN support at Primary school will be discussed prior to starting at Secondary school and all relevant documents will be transferred over before your child starts. Some children may require additional support over the transition to secondary school and may be supported through extra visits to the school, close liaison with primary schools, and additional contact with identified members of staff when they arrive in September.

How will we manage transition to another school?

If your child is moving to another school:

- We will contact the school Inclusion Manager/SENDCO 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 up through the school:

- Student Profiles will stay with your child whilst they are placed on the SEN register and this information stays with them as they move up through the school.
- We will liaise with the inclusion team in order to discuss the provision and records held from external agencies and ensure all relevant documents are made known to individual teachers;

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:

[Returning to school after a period of 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 the school 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.

Students whose special educational needs can be met in school are designated 'School support' (SEN K). Those with more complex needs requiring additional support will have an Education, Care and Health Plan (EHCP) awarded by the local authority. If parents feel their child's needs are not able to be adequately met by the school at 'School support' level, they can request that the local authority assess their child for eligibility for an EHCP. Information about how to do this can be found on the LA website.

[Applying for an EHC Plan](#)

In addition, the Swindon Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with SEND. It is a legal requirement that all local authorities have an advice and support service. In Swindon they can be contacted via: [SIAS](#)

Whole School SEND provides 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: [Understanding SEND Support, Making conversations count](#)

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.

Accessibility Plan

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 Kingsdown 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 our Personal Development 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 services through the Local offer;
- 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 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

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 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.

[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
C&I- Communication and Interaction
C&L- Cognition and Learning
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
CHIN – Child in Need
CLA – Child Looked After
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