



Hadleigh Infants and Nursery School SEND Information Report (SEND Offer)

Hadleigh Infants and Nursery School is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special educational needs and disabilities in the whole of the local area. Local provision is very similar as no one school has a particular specialism in relation to SEND.

At Hadleigh Infants and Nursery we believe that a creative but broad and balanced curriculum should be available to all its pupils, regardless of ability, gender or ethnic origin. We believe accordingly that every child should be entitled to a curriculum, which enables him/her to become an independent learner, being able to fulfil his/her potential to the highest possible standard.

At Hadleigh Infants and Nursery School all children and their achievements are valued equally. At any time according to need, a combination of any of the following strategies may be in place.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs	Special Educational Needs Co-ordinator (SENCo) Mrs K Strickland	She is responsible for: <ul style="list-style-type: none">• Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.• Ensuring that you are:<ul style="list-style-type: none">○ involved in supporting your child's learning○ kept informed about the support your child is getting○ involved in reviewing how they are doing○ be part of planning ahead for them.• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...



		<ul style="list-style-type: none"> • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. • To make referrals to outside agencies who might need to become involved to support your child. • She can be contacted via the School Office 8.30 - 4.00pm Monday to Friday 01702 557979 admin@hadleigh-inf.essex.sch.uk • The Special Needs and Disabilities Policy is published on the school's web site
	Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. • Reporting Progress. • Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.



	Learning Support Assistant (LSA)	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/or SEN Co-ordinator.
	Head teacher, Mrs D Glanville (Acting Headteacher)	<p>He is responsible for:</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Allocating the budget to support children with additional needs. Monitoring the progress of SEND pupils, actively challenging and supporting staff to improve outcomes.
	SEND Governor,	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> Making sure that the school has an up to date SEND policy Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making sure that the necessary support is made for any child who attends the school who has SEND Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. Budget reflects the needs of the pupils School has financial support to ensure children with SEND can achieve



HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as Specialist teachers
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

What are our current processes for identification of SEND?	<p>There are processes in place for the identification and assessment of SEND. All interventions used are evidence based.</p> <p>All processes are in place for children that have either EHC plans or One Plans.</p> <p>Pupil Premium funding is deployed in Hadleigh Infants and Nursery School and is effectively monitored and reviewed. Links are made between SEND and Pupil Premium provision in line with delegated SEND budget.</p>	<p>Hadleigh Infants and Nursery School has a graduated response in place to the identification and assessment of children falling behind age appropriate expectations as found in the Code of Practice. There are clear systems in place for evaluating interventions and how they are working.</p> <p>Concerns are first raised and addressed through normal classroom practice. Transition arrangements for pupils joining EYFS are robust and the SENCO and class teacher are closely involved where additional needs are made apparent. The school believes that parents and pre-schools have a responsibility to liaise with us. A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measure, whether qualitative or quantitative (Pre-Key Stage Standards or National Curriculum). Provision beyond the normal, differentiated classroom approaches and learning</p>	<p>We regularly monitor and assess children's learning and progress and inform parents of this at least termly.</p> <p>We have a large range of additional interventions to support children's learning and development. A comprehensive transition programme supports children.</p> <p>Families are expected to liaise with the school and form a strong partnership to meet the needs of the child. All pupils with SEND take part in all aspects of school life including out of school activities. All children have participated in a full range of opportunities and events arranged by the school including trips.</p>
------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p>arrangements take the form of a high quality, personalised teaching and learning approach. A One Page Profile (where needed) is developed in collaboration with staff, specialists, other professionals, child and family. Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's learning and development. The quality, appropriateness and impact of the overall provision are also kept under regular review. Schools have funding identified within their overall budget to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process. Pupil premium Grant is also deployed and reported termly to governors.</p>	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This adaption may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school should be getting this as a part of High Quality First Teaching.
	<u>Specific</u> group work with in a smaller group of children. This group may be <ul style="list-style-type: none"> • Run in the classroom or outside. 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specific or specialist input instead of or in addition to High Quality First teaching and intervention groups. 	Any child who has specific gaps in their understanding of a subject/area of learning. Children will be at the stage of the SEN Code of Practice called



	<ul style="list-style-type: none"> • Run by a teacher or LSA who has had training to run these groups. <p>OR</p> <p><u>Specialist</u> groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups</p> <p><i>Stage of SEN Code of Practice:</i></p> <p>Additional School Intervention, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Specialist Teacher from SENCAN • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist. 	<ul style="list-style-type: none"> • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward, this may be in person, over the phone or online. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or adapting some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They 	<p>Additional School Intervention, which means they have been identified by the class teacher as needing some extra support in school.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------



		will tell you how the support will be used and what strategies will be put in place.	
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by a collection of people including parents, members staff which will include class teacher and SENCO and external professionals as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> Specialist Teachers (for hearing, physical or visual needs etc) 	<ul style="list-style-type: none"> The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Essex Local Offer - www.essexlocaloffer.org.uk After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Plan assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN support. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support at SEN support and also set up a meeting in school to ensure a plan is in place 	



	<ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Educational Health Care Plan will outline the type of support your child might need and what strategies could be put in place to support them. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. • EHCP will be reviewed Annually • The school will fund the first £6,000 (equivalent to 15 hours) and the rest will be applied for 	
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should initially speak to your child's Teacher. • The concerns may need referring if your child is still not making progress to the SENCO. • A T.A.F meeting could be requested. • If you continue to feel that your child is still not making progress, you should speak to the Headteacher or the school SEND Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher has raised concerns about your child's progress academically or socially, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Hadleigh Infants and Nursery School Parent Meetings are held in the Autumn and Spring terms for all year groups, where your child's progress is discussed. You will also receive short progress report in Spring Term and then their Annual report in the Summer Term. If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail. You may also be asked to attend a meeting at other times of the year if the class teacher has concerns regarding your child's progress. At the meeting the school will: <ul style="list-style-type: none"> ○ Explain their concerns to you ○ Give you an opportunity to discuss the concerns raised and discuss any concerns you may have ○ Plan any additional support your child may receive 		



	<ul style="list-style-type: none"> ○ Discuss with you any referrals to outside professionals to support your child's learning ○ Discuss how we could work together, to support your child at home/school
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from Essex LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected ○ How as a school we can support families further <p>They will then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.</p>
How will we support your child with identified special needs starting at school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to key staff (Head teacher, Early Years Leader and/or SENCO) • If other professionals are involved, a Team around the Family (TAF) meeting or Multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts • Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily • Wherever possible the school will try to work with staff who already work with the child
What are the arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs	<p>There is a clear process in place to handle complaints. See Complaints Procedure.</p> <ul style="list-style-type: none"> • The school aims to address problems as they arise so they do not become complaints, therefore trying to achieve positive outcomes. • The Complaints Policy outlines clearly the process for parents to complain and how the complaint will be handled. The school always readily listens to parents' views; and there is a culture of accepting complaints as helping to improve the service • There is an open door policy to make arrangements to see the SENCO or Headteacher. The school aims to resolve any issues swiftly in person, generally coming to mutual understanding and agreement. The Complaints Policy can be found on the website or is available from the School Office on request. The school is happy for parents to discuss any concerns or worries they may have. First point of contact will be the class teacher.



concerning the provision made at the school?	<ul style="list-style-type: none"> • Parents can read and follow our Complaints Policy on the school website. • Parents can also contact SENCAN at Ely House, Churchill Avenue, Basildon, Essex SS14 2BQ 	
Who are the other people providing services to children with an SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Learning support teachers • Learning mentors • Teaching Assistants • School Counsellor
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Specialist teachers - Inclusion teachers, Physical, Neurological Impairment (PNI) teachers, Hearing Impaired and Visual Impaired Specialist teachers. • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy
Where is the local authority's offer published?	<p>The Local Offer from Essex County Council can be found on their website - essexlocaloffer.org.uk.</p> <p>Parents can contact SENCAN at Ely House, Churchill Avenue, Basildon, Essex SS14 2BQ</p>	
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school provides training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD, Specific learning difficulties etc. • Specialist support depending on the needs of the children. • Resources that individual children may require 	



<p>How will the teaching be adapted for my child with learning needs (SEN/and or disabilities)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. • Trained support staff will support with your child's learning in the classroom and can adapt the teachers planning to support the needs of the child where necessary. • Children of every ability will continually be challenged to accelerate progress. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally with the Head teacher, in Pupil Progress meetings with Governors every term and a National Curriculum level given in reading, writing, numeracy and science. • If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' soon to be replaced with Engagement Model and Pre-Key Stage Standards. • Pupil Progress meetings held with the Headteacher, SENCO or Year Group Leaders to track and monitor progress of pupils with SEND. • At the end of key stage 1 (i.e. at the end of year 2) all children are required to undertake Standard Assessment Tests (SATs) which will be used to inform Teacher Assessment. This is something the government requires all schools to do and are the results that are published nationally. • Children at SEN Support will have a One Plan which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> – Home/school contact book or communication via the Seesaw app – Additional meetings as required – Reports – TAF meetings – Termly meetings



<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • A meeting with the SENCO can be arranged where your child's progress or any concerns/worries you have can be discussed. • Copies of all information from outside professionals will be sent to you or discussed with you by either the class teacher or SENCO. • Homework will be adjusted as needed to meet your child's individual needs. • A home/school contact book or Seesaw may be used to support communication with you if it has been agreed that this will be useful for you and your child. • Meetings or support from our Learning Mentor
<p>How have we made Hadleigh Infants School accessible to children with SEND? (Including after school clubs etc.)</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical difficulties via ramps/lift. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has an accessibility toilet. • Breakfast and After school clubs are open to all children. • Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. • There is a full Accessibility plan in place as well as an SEND Action plan. • Sessions are fully inclusive to ensure pupils are not disadvantaged by their need.
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<ul style="list-style-type: none"> • We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school 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. ○ Where possible we will offer our staff to be available to take part in the transition. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All EHC Plans and One Plans will be shared with the new teacher.



	<ul style="list-style-type: none"> ○ If your child would be helped by a book/Social Story to support them understand moving on then it will be made for them ○ Transition could be extended depending on the need.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

<p>All children are actively encouraged to participate fully in the life of the classroom and the school. Pupils take turns to be on the School Council and Eco Warriors and SEND children are regularly represented.</p>	<p>Through regular monitoring and review all children contribute their views regarding their progress and well-being in school. They participate in Pupil Surveys and their views are taken into account and appropriately responded to. They are involved in decision making in class, School Council and Eco Warrior meetings.</p>	<p>Staff and pupils have age-appropriate conversations about targets, progress, outcomes, including those after interventions.</p> <p>Rewards and sticker charts are used to support and promote positive learning behaviours and progress.</p> <p>All children have equal opportunity to participate in the whole curriculum. There are opportunities, when needed, to take part in social and communication groups.</p> <p>The School Council is inclusive, and all pupils have the opportunity to be actively involved in the life of the school, e.g. celebrations, including assemblies.</p> <p>Children are involved in the setting of next step targets and also have the opportunity and time to respond to them.</p>	<p>We are proud of our caring ethos and the high level of support that we provide, with high expectations and mutual respect.</p> <p>There are opportunities for:</p> <p>Children to gain in confidence and flourish.</p> <p>Achievements, however small, to be celebrated.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		Provision of additional 1:1 or small group visits to prepare for transition to Junior school.	
--	--	-----------------------------------------------------------------------------------------------	--

Glossary of Terms

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
EHCP/EHC plan	Education, Health and Care Plan
SALT	Speech and Language Therapist/Therapy
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENCo	Special Educational Needs Co-ordinator
TAC	Team around the child
TAF	Team around the family