



PRESTFELDE

Prestfelde School Special Educational Needs and Disability Information Report

What is the SEND Information Report?

From September 2014 all Local Authorities and Schools have needed to set out an SEND Information Report, (sometimes referred to as the Local Offer), explaining what support and services are available for families and children who have Special Educational Needs or are Disabled.

This is in line with the SEND Code of Practice, which is statutory guidance from the Department of Education on how to carry out their legal duties to identify, assess and make provision for children and young people with Special Educational Needs and/or a Disability, (SEND).

The Code of Practice includes provision for children and young people from birth to 25 years, across education, health and social care. Parents will be able to find information about these services and what support they can expect from a range of local agencies, including the Local Authority, Health Services, Schools and Leisure Services.

What is Special Educational Needs and Disability (SEND)

A person has SEN and/or Disability if they have a learning difficulty or a disability which means:

Learning Difficulty:

Has a significantly greater difficulty in learning than the majority of others of the same age. Recent SEND information sometimes refers to 'Learning Difference'.

Disability:

Has a disability which prevents/hinders him/her from making use of facilities generally provided for others.

Introduction/Overview

We are an independent Preparatory School, catering for boys and girls aged 3 to 13 years. Prestfelde School promotes learning for life.

Prestfelde is an inclusive, aspirational learning environment where children, families, staff, Governors and the wider community learn together in an atmosphere of co-operation and tolerance. As a community we promote self-discipline, understanding, empathy, co-operation, perseverance and independence.

We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual. Every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children.

We provide an open, stimulating environment in which every child feels safe, valued and happy. We encourage parents and the wider community to take an active interest in the education of our children and to feel an ownership of their school. Our ethos forms the core of our planning and teaching.

How we identify SEND pupils at Prestfelde

Where pupils start at Prestfelde with a previously diagnosed Special Educational Need or Disability, SENDCOs liaise with their former school/setting to ensure continuity of provision/care.

New pupils may be identified with a possible SEND through our own Initial Screening procedure prior to, or on entry to Prestfelde, or during subsequent ongoing assessment and routine screening.

Close communication is encouraged between home and school. Pupils are sometimes initially identified through ongoing teacher and/or parent/carer observations, where a concern may be raised about a child's progress or performance.

SEND pupils may be identified during Pupil Progress Meetings, held regularly between staff, where tracking data is analysed to identify those not meeting expected levels of progress and/or attainment. This ensures that areas of insufficient progress are identified early and intervention can be introduced quickly.

Pupils may receive confirmation or a diagnosis of a Special Educational Need through our own Specialist Assessors, or through an Outside Agency, such as an Educational Psychologist.

How we consult with parents and carers of children with Special Educational Needs

At Prestfelde, we aim to work with all parents/carers to ensure that the best possible provision is put in place for all pupils. We have an open door policy and parents/carers are welcome to come into school at a mutually convenient time to discuss any concerns they may have.

Parents/carers are regularly updated of their child's progress via Parent and Teacher Consultations, as well as written reports. Parents/carers are consulted at each stage of their child's education and their views and wishes are extremely important to us.

Any necessary referrals to either our own Specialist Assessors, or to outside agencies, are made in partnership and consultation with the child's parents/carers. Following assessment, parents/carers are invited into school, alongside SENDCOs and class teachers to discuss findings and the implementation of Personal Learning Programmes, (PLPs), and to set targets where appropriate.

Parents/carers of children with an Education and Health Care Plan, (EHCP), are invited to attend annual meetings where their views are recorded and valued.

Prestfelde's Head of Support for Learning is Mrs Suzanne Evans; sevans@prestfelde.co.uk, SENDCo for Senior School, alongside Mrs Helen Brittleton hbrittleton@prestfelde.co.uk nominated SENDCo for Middle School and Mrs Rachel Moore rmoore@prestfelde.co.uk nominated SENDCo for Little Prestfelde. All SENDCOs are responsible to the Deputy Head Academic, Mrs Emma Thelwell and Head Teacher, Mrs Fiona Orchard.

How we involve our pupils with Special Educational Needs in their learning

Pupils may be involved with creating their own Pupil Centred Profiles, (PCPs), at the start of each school year, and/or as part of the review process, in consultation with class teachers and parents/carers, sharing their views about personal strengths, areas where they need help, and preferred learning styles. This encourages pupils to foster a better understanding of their own learning and develops their ability to transfer their cognitive skills across all areas of school life.

Ongoing discussions about individual progress form an important part of interventions, and pupils are involved in target setting alongside their class/specialist teachers and/or teaching assistants when setting up and reviewing Personal Learning Programmes (PLPs).

Pupils with an Education and Health Care Plan, (EHCP), are included in Annual Review Meetings, and introduced to outside agencies involved in their support/care.

How we support our pupils at times of transition

Pupils who are new to Prestfelde are invited to participate in Taster Days in their appropriate year groups. When pupils move up from one year group to the next, they are given the opportunity to complete a Moving Up Day in their new form base. Staff members share progress data and successful interventions and strategies with the pupils' next teacher and support staff, to ensure continuity.

At Prestfelde, we work closely with all our local Senior Schools. When an Annual EHCP Review is held, the SENDCO from the prospective Senior School is invited to attend. This facilitates additional transition visits and enables parents to express any concerns that they may have.

For those pupils who qualify according to JCQ Regulations, Access Arrangements are agreed before Entrance Examinations to their senior schools, and a Transfer Document, along with any relevant Reports, is sent to senior schools at the end of the Summer Term, to ensure that information is shared and any necessary support can be put in place in the new setting.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

Our SEND pupils are encouraged to participate fully in every area of the curriculum and we have high expectations of all pupils.

Class and subject teachers set differentiated tasks and targets for pupils with Special Educational Needs, with pupils' personal learning styles taken into account when planning and delivering their Personal Learning Programme. Additional concrete apparatus, visual aids, vocabulary lists and graphic organisers are used to support pupils' differing learning strengths, be they visual, auditory or kinaesthetic.

Intervention programmes are put in place where necessary, firstly drawing on the Quality First Teaching of Class and Subject teachers, supported by the SENDCOs, and secondly, if necessary, using Specialist/External Agencies for further advice, assessment or input, (See SEN policy).

We use a wide variety of specialist resources, practical apparatus and technology designed to support SEND children, e.g. Text to Speech facilities on PC, I-pads, equipment to develop large motor control, and so on.

Pupils' progress is tracked and reviewed regularly to assess whether intervention is effective and to inform future targets.

Specialist Teacher and/or Teaching Assistant support may be provided either 1:1, in small groups, or within the classroom. Outside agency intervention is sought where necessary, and their recommendations implemented.

Our Provision for Pupils with SEND

Communication and Interaction.

1. Speech, Language and Communication Needs

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs.</i>
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • A child who continues to be of concern will be observed by the SENDCOs who will either suggest intervention strategies or refer to our independent Speech and Language therapists. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, other interventions are suggested, another referral is made or an EHCP is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS and phonics screening at Year 1. • Pupils with an EHCP have Annual Reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell with phonological awareness. • Staff model correct uses of language by subtle repetition. • Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Every Child a Talker (ECAT) is used by all staff within their lessons. • Talk for Writing, (Reception to Y5), encourages pupils to practise their oral skills, models sentence structures and builds pupils' vocabularies. • Children are encouraged to share their ideas, beginning with talking about areas of interest to them through activities such as 'Show and Tell'. They then contribute to small group discussions and once comfortable, they are encouraged to share their ideas with the whole class. 	<p>Specific interventions recommended by the Speech and Language team are used, which may include programs such as:</p> <ul style="list-style-type: none"> • Differentiated Letters and Sounds groups. • The Listening Programme

2. Autistic Spectrum Disorder/Condition

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCO will observe and either suggest intervention strategies or refer the pupils to an outside agency: SPECTRA, EnHance or CAMHS • The pupil will be carefully monitored and reviewed after a term to ensure that progress is being made. Then either other interventions are suggested or an EHAF is completed. • Parents can also refer their child for assessment of ASD traits by visiting their GP. • If appropriate, an Educational Psychologist referral will be requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, and phonics screening at Year 1. • Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Classrooms are kept quiet and calm with the minimum of disruption if possible • Visual timetables are used within the classroom and children are prepared in advance when there are changes to routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language. Instructions are given in smaller chunks. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Social stories/ comic book conversations • Circle of friends. • Visual timetables. • Quiet / special places offered for reflection.

3. Cognition and Learning:

a). General/Moderate Learning Difficulties

<i>How we identify needs, assess and review progress:</i>	<i>How we adapt teaching to ensure access to the curriculum:</i>	<i>How we provide support and intervention for those with identified needs:</i>
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • A child who continues to be of concern will be observed by the SENDCO, who will either suggest intervention strategies or refer the pupil to an external agency. • The pupil will be carefully monitored and reviewed after a term, to ensure that progress is being made. If no progress has been made, other interventions are suggested, another referral is made, or an EHCP is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. • Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils are encouraged to work within small groups with the support of an additional adult. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Additional spelling practice • Daily reading and comprehension activities. • Bug Club or other Progressive reading scheme such as the Barrington Stokes Dyslexia Friendly books • Letters and Sounds • Touch typing activities such as Dance mat from the BBC website.

b). Specific Learning Difficulties/Differences e.g. Dyslexia, Dyscalculia and Dyspraxia

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child's progress and attainment continues to be of concern, the LST will assess and either implement or suggest intervention strategies or recommend a referral to an external agency. • For some children an assessment with an Educational Psychologist is requested. • The child will then be carefully monitored and reviewed after a term to check that progress is being made. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. • Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils work with a teaching assistant within a small group when appropriate. For some activities pupils are ability grouped. • Pupils receive specific interventions with LST and/or teaching assistants Pupils access resources to support their learning such as word banks, dictionaries, number lines, practical apparatus etc. • Head of LS and /or setting SENDCo, discuss the findings of the Report with parents, and share the Recommendations amongst staff in order that they can make suitable adjustments and ensure the recommendations are implemented in their planning and lessons. • Overlearning of concepts. • Multi-sensory learning opportunities 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Coloured overlays/reading rulers • Word Shark • Alpha Omega/ACE Dictionaries • Letters and Sounds • Nessy Phonics Programme • SNIP spelling programme • Morphographs spelling programme • Toe-by-toe • Stride Ahead • Stareway to Spelling • Sound Linkage • Axis Hands-On resources • Number Shark • Numicon Apparatus • Unifix • Cuisenaire • Dienes rods • Number lines and grids • Number bond fans/flashcards • Times tables resources • Maths games, e.g. number snap, memory etc

4. Social, Mental and Emotional Health

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern the LST will observe and suggest intervention strategies. If concerns still exist, a referral will be made through an Early Help Assessment Form (EHAF), if appropriate. • Parents can also raise concerns by visiting their GP who may advise a Child Psychologist/Psychiatrist referral or an appointment with CAMHS (Child and Adolescent Mental Health Services). • We can also refer to an Independent Child Counsellor. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. • Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Adult Learning Mentors, who provide small group and 1:1 support on a regular basis. • Friendship 'Buddies' system • Involvement of in-house Behavioural Specialist on an individual needs basis • Inclusion in a 'No Worries' group run by Specialist Teacher

5. Sensory and/or Physical

a). Hearing Impairment

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern, the LST will observe and either suggest intervention strategies or refer to an external agency such as the Sensory Inclusion team. • Parents can also request an assessment by visiting their GP. • Following referral, pupils are regularly reviewed and assessed by the Sensory Inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. • Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<p>Intervention type is specific to each child and include:</p> <ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom/with their 'best hearing side' towards the teacher if relevant • Following advice from sensory inclusion services. • Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team. • PE and Games staff ensure their instructions are relayed individually if necessary in large teaching spaces, such as outdoors or in the Gym

b). Visual Impairment

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • Pupils are monitored carefully and if there are concerns, parents are requested to take their child for an appointment with the optician/optometrist. • For pupils with significant impairments a referral is made to the Sensory Inclusion team. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed and assessed by the Sensory Inclusion team. Additional strategies and interventions are suggested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Information that is displayed on the whiteboard is presented using a clear and large font, with a colour background if necessary. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, the teacher will ensure that furniture and resources remain in expected locations so they are easy to find. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets • Using coloured overlays/reading rulers to alleviate visual stress • Altering background colour on interactive whiteboards if appropriate • Encourage pupils with prescribed coloured lens glasses to wear them in lessons

c). Physical Difficulties

<i>How we identify needs, assess and review progress</i>	<i>How we adapt teaching to ensure access to the curriculum</i>	<i>How we provide support and intervention for those with identified needs</i>
<ul style="list-style-type: none"> • The class teachers and teaching assistants track each child's progress and record any observations. • If the child continues to be of concern the LST will observe and either suggest intervention strategies or refer to an appropriate external agency. • An assessment with an occupational therapist will be recommended if appropriate and additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team by visiting their GP. • If appropriate a request for an EHCP is made and additional interventions and strategies are put into place to support the pupil. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as EYFS Development Matters, EYFPS, SATs and phonics screening at Year 1. Pupils with an EHCP have annual reviews of their progress, and sometimes an Interim Annual Review is suggested. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of class or small group to listen to the ideas of others. If necessary, an adult will sit near pupils to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible they are given different resources or the subtle support of an adult so they are able to participate. • When pupils are using tools and resources, the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<p>Intervention type is specific to each child and may include:</p> <ul style="list-style-type: none"> • Cool Kids- occupational therapy based • Teoderescu • Speed Up! Handwriting programme • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips / tri-grip pencils • Lap tops • Wobble cushions, stability balls, and boards • Footrests • Writing slopes • Fidget toys • Prestfelde Developmental Motor Programme – occupational therapy based • Interventions as suggested by the occupational therapy team.

How do we involve parents and carers?

At Prestfelde School parents are involved at each stage of their child's education. We have an open door policy and parents are encouraged to discuss concerns with staff as they arise.

All parents are invited into school for termly meeting with the class teacher to review and update their child's PCP/PLP. Their views are important to the school and these are recorded within the reviews. The level that the pupil is working at is reported to the parents and progress is highlighted.

A report is provided for parents, which they are welcome to discuss at a mutually agreed time.

How we involve our pupils with Special Educational Needs in the assessment and review process

Pupils are expected to be active participants in their assessment and learning. They are encouraged to think about the progress that they have made, and what they feel their next steps may be on a daily basis as they complete activities.

Pupils are encouraged to share their ideas about the way that they learn and areas where they feel they need additional support.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

Each term teachers and teaching assistants evaluate the Provision Map and suggest ways that the provision can be improved. This is then used to inform and update the next provision map.

The effectiveness of the interventions and the strategies that have been put into place are evaluated through PLP reviews and a variety of assessments that take place through the year.

We are also monitored by the Local Authority through Monitoring Visits in EYFS to ensure that the interventions that are in place are having a high impact and also to ensure that all pupils are making good progress. The school is monitored by ISI and the pupils with an EHCP are reviewed and monitored by the Local Authority.

How we ensure access to our facilities for all of our pupils

We adhere to the Equality Act 2010.

Pupils with special educational needs have access to the same range of extra-curricular physical activities available to all pupils in the form of 'Prestfelde Plus' and 'Prestfelde Extreme'; organised during weekends at outside venues, such as a local High Ropes Course, sailing at Bala Lake, North Wales and mountain hiking.

Where appropriate, additional provision is made for SEN pupils.

Pupils also have access to individual music tuition, upon request, for a range of instruments, and are taught in a purpose built Music School with disabled access.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

All teaching staff are responsible for pupils with Special Educational Needs. They are advised by the SENDCOs and liaise with teaching assistants on a regular basis to ensure that they have a good understanding of the interventions used to support pupils. This also contributes to the teaching assistant's professional development as they increase their understanding of different support strategies.

The Support for Learning Team is multi-disciplinary and includes The Head of Support for Learning Department, (Specialist Teacher with Advanced Diploma Qualification), Specialist Teacher Assessor, Specific Learning Difficulties (Dyslexia) Specialist Teacher, and a Behavioural Specialist Teaching Assistant. Additionally, two nominated SENDCOs and a further Senior School teacher have the National SENDCO award. Staff in our school participate in continuous professional development to enable them to support all pupils to the best of their abilities. They have undertaken recent 'in house' training on the SEND Code of Practice and Mental Health Issues in Children and Young People.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We have regular outside support from a wide range of specialists, including Assessors, Educational and Clinical Psychologists, Speech and Language Therapists, and the Occupational Therapy Team, with whom we have forged excellent working partnerships. Referrals are made to support our SEND pupils.

Most specialist resources and equipment are provided by the School, and outside therapists use their own additional materials.

We also have links with Health Services such as the NHS CAMHS team (Children and Adolescent Mental Health Services), and Shropshire Council's Education and Learning Department.

How we support the emotional and social development of our pupils with Special Educational Needs

At Prestfelde, we actively seek to support and nurture the emotional and social well-being of all pupils. We monitor all pupils carefully and encourage pupils to talk to the adults in our school if they are anxious or worried about anything. If we are aware that there are pupils who are emotionally or socially at risk, we work with them using specific interventions, including the use of Learning Mentors or the involvement of our in-house Behavioural Specialist. We also run short 'No Worries' courses, led by a trained Specialist Teacher.

If we as a school are unable to support the pupils in our care, then we complete an Early Help Assessment Form and then hold an EHAF Meeting if this is appropriate. We have links with SPECTRA, Shropshire CAMHS, (Child and Adolescent Mental Health Services), and an Independent Child Counsellor.

If you have any questions, concerns, complaints or compliments about our provision for pupils with Special Educational Needs/Disabilities

We have an open door policy at our school and parents are encouraged to discuss concerns or questions that they may have as they arise with either the class teacher or SENDCO as they feel appropriate.

If parents feel that the school has not supported their child adequately, they have the right to bring this to the attention of the Headmaster or the Chair of Governors. The school will then try to resolve this internally, for example discussing other ways in which the child could be further supported.

Abbreviations

CAMHS – Child and Adolescent Mental Health Services
ECAT- Every Child A Talker
EHAF- Early Help Assessment Form
EHCP- Education Health and Care Plan
EP – Educational Psychologist
EYFSP- Early Years Foundation Stage Profile
GP – General Practitioner
LA – Local Authority
LST- Learning Support Teacher
PCP – Pupil Centred Profile
PLP – Personal Learning Programme
PPM – Pupil Progress Meeting
SALT – Speech and Language Therapist

SEN – Special Educational Needs
SENDSCO- Special Educational Needs and Disability Co-ordinator
SEND –Special Educational Needs and Disabilities
SMT – Senior Management Team
SPECTRA – Spectra Autism Inclusion Service
SpLD Specific Learning Difference (Dyslexia)
JCQ – Joint Council for Qualifications

Prestfelde Support for Learning
Updated July 19
S Evans
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