



SEND INFORMATION REPORT (Local Offer): MONTBELLE PRIMARY SCHOOL



Type of School	Local Authority maintained Primary School Mainstream. Two form entry (60 places available in each year group) Part-time Nursery (25 places available in morning nursery; 25 places available in afternoon nursery) Nursery place admissions made via school; School admissions (Reception to Year 6) made via the local authority admissions
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All Greenwich Local Authority maintained schools have a similar approach to meeting the needs of their pupils with Special Educational needs and/or disabilities (SEND); schools are supported by the Local Authority to ensure that all their pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of their pupils with Special Educational Needs and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Montbelle's SEND information report should be read together with the following documents:

1. The Royal Borough of Greenwich Local Offer for children and young people with send, which can be accessed from the following link <http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>
2. Montbelle's SEND policy, which can be accessed via this link to our website <http://montbelle.org.uk/hello/about/policies/>
3. Montbelle's Behaviour policy, which can be accessed via this link to our website <http://montbelle.org.uk/hello/about/policies/>
4. Montbelle's accessibility information, which can be accessed via this link to our website <http://montbelle.org.uk/disabled-access/>
5. Information about how Montbelle uses Pupil Premium money, which can be accessed via this link to our web site <http://montbelle.org.uk/hello/parents-info/pupil-premium/>

1. People who support children with Special Educational Needs and/or disabilities at Montbelle

School based information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning; their Special Educational Needs and/or their disabilities (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>My child's Class Teacher Or My child's Key Worker (Early Years Foundation Stage)</p>	<p>In the Early Years Foundation Stage, the Key Person is responsible for:</p> <ul style="list-style-type: none"> • The well-being of your child, • Settling your child in and getting them involved in all the activities on offer in the school, • Keeping records of your child's achievements and tracking their progress, • Sharing your concerns with the Class Teacher to discuss possible next steps, • Working closely with the Class teacher to implement strategies or programmes to ensure your child makes progress, • Taking concerns to the Special Educational Needs Coordinator (SENCo) if necessary. <p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to excellent teaching and that the curriculum and the learning environment is adapted to meet your child's individual needs; this is referred to as '<i>differentiation</i>', • 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 or additional support) in consultation with the SENCo, • Writing <i>SEND Plans</i>, sharing and reviewing these plans with parents at least once each term and planning for the next term, • Ensuring that all staff working with your child in school are supported to deliver the planned work/ programme for your child, so they can make the best possible progress. This might involve the use of additional adults, outside specialist help and specially planned work and resources,

The Special Educational Needs and/or Disabilities Coordinator (SENCo)

Mrs. Sarah Stewart

- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

Your child's Class Teacher can be contacted through the main school office. You can make arrangements to speak with them by calling at the office in person, telephoning 020 8857 3909, or by email at admin@montbelle.org.uk . You can also speak directly to your child's Class Teacher at the end of the school day to organise an appropriate appointment time.

The SENCo is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities 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 parents and carers are:
 - Involved in supporting your child's learning from the outset,
 - Kept informed about the support your child is getting,
 - Involved in reviewing how your child is doing,
 - Part of planning ahead for your child.
- Liaising with all the other people who may be coming into school to help support your child's learning. This may include services such as the Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's record of SEND support (a system for ensuring all SEND needs of children in the school are known and met) and making sure that there are up to date records of your child's progress and needs.
- To coordinate specialist support for teachers and support staff in the school so they can help your child (and other children with SEND) to achieve the best possible progress in school,
- Embed appropriate training for all members of staff to ensure that they are confident in meeting the needs of all children with SEND.

2. How might my child receive the support they need?

Children at Montbelle will get support that is specific to their individual needs. The assessment of these needs will follow a '*plan, do, assess, review*' cycle each term. This might be provided entirely by the Class Teacher, or may involve:

- Other staff in the school,
- Staff who will visit the school from the Local Authority services, such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need),
- Specialist staff who visit from outside agencies such as the Speech and Language Therapy Service (SALT).

	Types of support provided, showing the stage of the <i>Code of Practice</i> children will be at when receiving this input (the <i>Code of Practice</i> is the document that schools use to plan their SEND provision)	What would this mean for your child	Who can get this type of support?
What are the different types of support available for children with SEND in this school?	<p>At Montbelle, we take a graduated approach to best meet your child's needs.</p> <p>Stage: Monitoring</p> <p>Children are said to be at the <i>Monitoring</i> stage when concerns have been raised by practitioners or parents/carers. More information is required before deciding if the child has Special Educational Needs or not.</p> <p>Type of support:</p> <ul style="list-style-type: none"> - Class Teacher input via quality first teaching, - Providing a stimulating environment, - Differentiated activities, - Targeted support for children's individual needs and interests. 	<ul style="list-style-type: none"> • Ensuring all our staff have the highest possible expectations for your child and all the pupils in their class, • Ensuring the all teaching is based on building upon what your child already knows, can do and can understand, • Putting in place different ways of teaching so that your child is fully involved in learning in school. This may involve things like using practical strategies such as 'choosing boards' or 'visual timetables', • Putting in place specific, individual strategies (which might be suggested by the SENCo or outside agencies) to enable your children to learn and make progress 	<p>All children at Montbelle receive this as part of our provision.</p>
	<p>Stage: SEND Support 1</p> <p>Children at this stage have been identified as having SEND and require provision different from, or additional to, that normally available to children of the same age. This may include outside agency support, e.g. Speech and Language Therapy (SALT). A SEND plan will be written by the Class Teacher. This will have identified</p>	<ul style="list-style-type: none"> • Your child's Class Teacher will have carefully checked on your child's progress and will have decided that your child would benefit from additional support to help them make the best possible progress, • Their Class Teacher may plan group sessions for your child, with targets to help your child to 	

	<p>outcomes and the strategies which will be used to reach these outcomes.</p> <p>Type of support:</p> <ul style="list-style-type: none"> - Small group activities, - Access to additional specialist services provided by the school on site, e.g. social communication worker, - Children may be invited to attend specialist provision outside of school, - Parents will be supported to implement strategies at home. 	<p>make more progress. These will be run in the classroom or in a quiet area, (e.g. the atriums). These may be provided by a teacher or (most often) a TA who has had training to run these groups,</p> <ul style="list-style-type: none"> • Your child may be offered enrichment activities that may be particularly beneficial such as Forest School, Music Groups, Social Communication targeted activities, extra SALT input, etc. • Your child may be invited to attend a block of weekly speech and language therapy sessions outside of school. 	
	<p>Stage: SEND Support 2</p> <p>Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one-to-one support to help them develop their skills and make progress. They will have a detailed SEND Plan and may have a personalized timetable and behavior plan too. Additional funding may be sought to employ extra staff to ensure that children at this stage get access to the wider school curriculum.</p> <p>Type of support:</p> <ul style="list-style-type: none"> - Specialist group or individual activities provided by outside agencies such as Speech and Language Therapy or Occupational Therapy, - We may apply for funding to provide episodes of one-to-one support for your child, - Additional hours may be offered to your child. 	<ul style="list-style-type: none"> • Your child will have been identified by yourself/ Key Worker, Class Teacher or the SENCo as needing more specialist input instead of, or in addition to, quality first classroom teaching and intervention groups, • You will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward, • If necessary, you will 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 an Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school, • The special 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 changing some aspects of teaching to support them better, 	

		<ul style="list-style-type: none"> - Support to set appropriate targets in light of their specific expertise, - 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 an outside professional. • The school may suggest that your child need some agreed individual support or group support in school. They will share with you how the support will be used and what strategies will be put in place. 	
	<p>Stage: Education Health and Care Plan (EHC Plan) Parents/Carers or school staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long term impact on their learning and/or the child requires more than 20 hours of one to one adult support in school.</p> <p>Type of Support:</p> <ul style="list-style-type: none"> - Specified individual support (one-to-one) for your child of more than 20 hours in school, - Your child may be offered additional hours 	<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 the 'Local Offer' on the Greenwich Council website: www.royalgreenwich.gov.uk • The school will meet with you and other professionals involved in order to decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you and other professionals involved, • A 'Profile' of your child's aspirations and needs over time will be put together by the professionals involved, with your input, • You will be invited to Team Around the Child (TAC) meeting as part of this process. • The school will send all the necessary paperwork to the Local Authority, • The Local Authority will then decide, within a specified time frame, 	

		<p>whether to proceed with an EHC needs assessment.</p> <ul style="list-style-type: none"> • The Local Authority will notify both the nursery and the parent/carer if the application has gone “straight to plan” or whether more information is required. • The final EHC Plan will outline the number of hours of extra support your child will be entitled to, paid for by the Local Authority. The nursery will employ extra staff to meet your child’s needs. • The EHC Plan will include agreed long and short term goals for your child. These will be reviewed every six months (for children under five) and annually for children over 5. 	
<p>How will we support your child with identified Special Educational Needs and/or disability who is joining us at Montbelle?</p>		<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 staff. • If other professionals are involved, a Team Around the Child (TAC) will be held with you to discuss your child’s needs and ensure proper provision is in place before your child starts. • In EYFS your child’s class teacher will offer a home visit and also visit your child if they are attending another setting e.g. ICAN or another pre-school. • We will assess your child’s needs and determine if we need to arrange specialist training for the child’s teacher or whole staff if necessary. • We may suggest adaptations to the settling in period to help your child to settle more easily. For example, building up their time slowly to allow them to form relationships and feel safe and secure in the school environment. 	
<p>How can I let the school know I am concerned about my child’s progress in school?</p>		<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s Class Teacher initially. • If you are not happy that the concerns are being managed, and feel that your child is still not making progress, you should speak to the SENCo or Headteacher. • If you are still not happy, you can speak to the school SEND Governor. 	

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified, through Pupil Progress Meetings, as not making progress the school monitor this closely and ensure appropriate interventions are taking place. You will be informed of any additional support provided. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> - To listen to any concerns you may have too - To plan any additional support your child may receive - To discuss with you any referrals to outside professionals to support your child's learning
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> • At termly review meetings, your child's views are included by consulting directly with your child, through discussions with you and observations done by their Class teacher regarding your child's likes/dislikes, preferred activities, strengths and interests. • As part of the planning process, SEND children's interests are followed to encourage further development of their skills and learning in all areas. • Each class has a meeting termly to review the progress of individual children. This information is shared with the whole team to ensure all members of staff are aware of strategies in place to support your child.
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich 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 the needs of the children currently in the school. • The Head Teacher and the SENCo discuss all the information they have about SEN 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, and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Learning mentor • Counselling (funded by an additional grant secured by the SENCo) • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • Parent Partnership Service (to support families through the SEN processes and procedures).
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> • Community Nurse • Sensory Service for children with visual or hearing needs. • Speech and Language Therapy Core Hours provided by Health but paid for by the Local Authority (partially funded by the school). • Occupational Therapy. • Physiotherapy. • Music Therapy. • Professional training for school staff to deliver medical interventions.

<p>How are the adults in school helped to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCo's job is to support the class teacher in planning for children with SEN. • 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 ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • 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 Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo/Inclusion Manager.
<p>How will the teaching be adapted for my child with learning needs (Special Educational Needs and/or disabilities)?</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your child in school? How will I know how my child is progressing?</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 every term, through Pupil Progress meetings, and a description of their attainment and progress against age related expectations, using the language '<i>Emerging, Developing, Securing or Mastery</i>'. This information is given in Maths, English, Science and Computing as appropriate. You will also be kept informed about your child's attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is not yet working at age related expectations, a more sensitive assessment tool is used which shows their attainment and progress in more detail and will also show smaller but significant steps of progress. This assessment tool is called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results of these tests are published nationally. • Children at SEND Support level will have a SEND Plan which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCO will also check that your child is making good progress within any individual work and in any group

	<p>that they take part in.</p> <ul style="list-style-type: none"> • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> - Home – School contact book - Letters/certificates - Additional meetings - Written reports
<p>How will we make arrangements to ensure that the social, emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> • Children are offered a home visit when they first start at Nursery/Reception to ensure a smooth transition and to ensure that information is shared between home and school from the outset. Please see our Transition Policy and Settling Procedure for more information • Children are assigned a Key Person upon starting Nursery/Reception who is responsible for looking after the well-being of your child and ensuring your child is making progress with their personal, social and emotional development. The Key Person tracks your child's progress in this area and will be available to discuss any concerns you have. The Key Person works closely with the Class Teacher to plan and implement strategies to support your child's development. Please see our Healthy Schools Policy, Behaviour Policy and the SEND policy for more information.
<p>How is the school made accessible for children with SEND?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and a lift. • Drop off parking is available on the school grounds for children and adults with physical needs. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has a hygiene suite • The school have an Accessibility Policy in place which ensures children have access to the physical environment, curriculum and families have access to information. • We also have an Accessibility Plan in place, supported by our governors, to ensure that any barriers to learning are removed and that all children with SEND make progress during their time at school. • Please see our SEND Policy for more information.
<p>How does our school make special arrangements for looked after children (LAC) with SEND?</p>	<ul style="list-style-type: none"> • Looked after children (LAC) are prioritised as part of Local Authority admission arrangements. Please see our Admissions policy for more information.
<p>What support do we have for you as a parent/carer of a child with a Special Educational Need and/or Disability?</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. This is to ensure that we are doing similar things to support your child at home and school and we can share what is working well in both places. • The SENCo (or Headteacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you and the person involved directly or, where this is not possible in a written report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • SEND plans will be reviewed and shared with parents each term. • If needed, adjustments will be made to homework given to your child to ensure it meets their needs. • A home – School contact book may be used to support communication with you, if it has been agreed that this will be

	<p>useful for you and your child.</p> <ul style="list-style-type: none"> • The SENCo runs SENCo Surgeries each half term, which provide an opportunity for parents to book half hourly appointments to discuss any questions/queries re. your child. • A school SEND newsletter is published every half term detailing information on key SEND related issues in school, including regularly SEND related workshops for parents. • A SEND Parents Forum has been set up this year to provide parents with an opportunity to discuss their views and ideas on SEND provision within school. <p>In addition:</p> <ul style="list-style-type: none"> • If your child is undergoing statutory assessment, you will also be supported by the Children’s Services SEN Team; they will ensure you fully understand the process. • Parents/Carers will be sign-posted to appropriate supportive services, e.g. courses on offer at the local Children’s Centres, the Early Birds Course (run by the ASD Outreach Team), parent consultations with CAMHS and Educational Psychology Services or Greenwich Parent Partnership, etc.
<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 SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible. <p>If your child is moving on to another school:</p> <ul style="list-style-type: none"> • We will contact the new school’s 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. <p>When moving classes within school:</p> <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 SEND plans will be shared with the new teacher. • Children will meet their new class teacher and spend time in their new classroom during a class transition day. • If your child would be helped by a book to support their understanding of moving on, then it will be made for them. • Transition plans are drawn up to support children with higher level needs – these are shared with parents and carers. <p>In Year Six:</p> <ul style="list-style-type: none"> • The SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school; they will also attend the specialist session for students with ASD as appropriate. • Where appropriate, your child might attend a small group in school to support their understanding of the changes ahead. This may include creating a ‘personal passport’, which includes information about themselves for their new school.

Montbelle Primary School
SEND data 2016 – 2017

<p>How many students did we have at Montbelle with statements of EHC plans at the end of the 2016 – 2017 academic year in July 2017?</p>	<p>None</p>	
<p>How many students did we have at SEND support level at the end of the 2016 – 2017 academic year in July 2017?</p>	<p>79 children at SEND support level which was 16.9% of the whole school population.</p>	
<p>What were the outcomes for children at Montbelle with SEND for 2016 – 2017?</p>	<p>At the end of Reception/ EYFS</p>	<p>33% of children requiring SEND support achieved a Good Level of Development (i.e. they achieved the expected level – the Early Learning Goal – in Literacy, Maths, Physical Development, Communication and Language, and Personal, Social and Emotional Development).</p>
	<p>In the Year 1 Phonics Screening</p>	<p>30% of children requiring SEND support passed the screening and were working at the expected level in Phonics at the end of Year 1</p>
	<p>At the end of KS1 (i.e. end of yr. 2)</p>	<p>43% of children requiring SEND support achieved the expected standard or above in Reading 29% of children requiring SEND support achieved the expected standard or above in Writing 43% of children requiring SEND support achieved the expected standard or above in Maths</p> <p>29% of children requiring SEND support achieved the expected standard or above in Reading, Writing and Maths combined</p>
	<p>At the end of KS2 (i.e. end of yr. 6)</p>	<p>38% of children requiring SEND support achieved the expected standard or above in Reading 38% of children requiring SEND support achieved the expected standard or above in Writing 46% of children requiring SEND support achieved the expected standard or above in Maths</p> <p>15% of children requiring SEND support achieved the expected standard or above in Reading, Writing and Maths combined</p>
<p>What training did staff at our school have in SEND during the academic year 2016 – 2017?</p>	<p>A range of whole staff training and individual training took place; this was linked to our School Improvement Plan and was also responsive to identified children’s needs. Training included:</p> <ul style="list-style-type: none"> • Training on how to support children requiring SEND support within the classroom during quality first teaching • SENCO Co-ordinator training • Training on how to support chn with SEMH/behavioural difficulties in school • Sensory processing difficulties training • Handwriting and FMS training • Circle time training to support children with SEMH difficulties 	

	<ul style="list-style-type: none"> • Secondary school transition programme training • Precision teaching training to support children with cognitive and learning difficulties • Using social skills to support chn with ASD/Social communication difficulties • Attention Autism training • Restorative approach training • Word up training
What was in the Headteacher’s report to the Governors about SEND in the 2016 – 2017 academic year?	In their termly report to the Full Governing Body, our Headteacher reports on the number of children with EHC Plans and those operating with SEND support in school together with a breakdown of the categories of need. In addition the report details the current support packages we provide for all children with SEND in school and how effective these have been, together with a summary of our SEND data analysis. Minutes taken at Governing Body Committee Meetings and Full Governing Body meetings are available on request through the school office. The Governor with responsibility for SEND will also meet with the SENCo and inform the Governing Body of the outcomes of their meeting.
Have there been any other important changes in SEND during the 2016 – 2017 academic year?	The new SEND Code of Practice became statutory in September 2014 and important changes in policy and procedure took place as a result, including necessary changes to the format and content of SEND plans, recognising the voice of the child and ensuring the plan reflected the high aspirations the school holds of all learners and provided for positive outcomes. There have been no important changes to SEND during the year 2016-2017.

Glossary of Terms (You may find the following abbreviations used in documents or information relating to SEND)	
SEND Code of Practice	The legal document that sets out the statutory requirements for SEND
SEND	Special Educational Needs and/or Disabilities
SEN	Special Educational Needs
PLP	Personal Learning Plan
EHC Plan	Education, Health and Care Plan (this has recently replaced ‘Statement’)
Profile	Document necessary for EHC Plan applications
TAC	Team Around the Child meeting
SENCo	Special Educational Needs and Disability Coordinator
SALT	Speech and Language Therapist
SCW	Social Communication Worker
EP	Educational Psychologist
CAMHS	Child and Adolescent Mental Health Service
JCC	Joint Communication Clinic
LSA	Learning Support Assistant
TA	Teaching Assistant

ASD	Autistic Spectrum Disorder
OT	Occupational Therapy
Physio	Physiotherapy