

Coates Lane Primary School



Special Educational Needs Information Report and School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

What kinds of special educational needs do we provide for?

Coates Lane Primary School is a mainstream school with an inclusive ethos. At Coates Lane Primary School we aim to create a secure, stimulating and happy learning environment where all pupils' needs are met and challenged regardless of gender, ethnicity, ability or background. We want all our pupils to achieve their best and have a successful transition onto the next phase of their learning and into adult life.

At Coates Lane Primary School the emphasis is on a whole school approach. All staff accept responsibility for providing each child with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We aim to raise the aspirations and expectations of all pupils including those who have SEND, therefore we foster an ethos that focuses on outcomes.

Definition of Special Educational Needs and Disabilities.

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

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Who is the SENCo and how can parents contact them?

The school's Associate SENCo is Emily Robinson supported by Mr. D. Toddington (Head Teacher). Mrs Robinson recently joined our school as SENCO and received her National SENCO Award in 2019. She works in school part time but can always be contacted by email: **senco@coateslane.lancs.sch.uk**.

Alternatively, an appointment to see Mrs Robinson or Mr Toddington can be made via the school office by telephoning: 01282 812203

The Head Teacher Mr D. Toddington is a SEN Advocate and is more than happy to support and answer questions when needed.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

It is important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability.

The school Special Educational Needs Coordinator (SENCo) will oversee identification and support staff and parents to assess needs. If staff have initial concerns, they will discuss these with parents and the SENCo. The school may then, with parental permission, seek the advice of external agencies such as Specialist Teachers, a Speech and Language Specialist, an Educational Psychologist or the Special Educational Needs and Disability Support Service (SENDs). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHS) etc.

How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

In addition, for children who are on the Special Educational Needs record and have Pupil Support Plan (PSP), the PSPs are written by staff and shared with parents termly. Parents are invited to discuss the PSP with the class teacher at any point in the process. We also send a copy of the previous PSP with an evaluation to show the progress the child has made against their targets.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is 'to inform, support, assist and enable parents or carers,

of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available here: <https://lancssendias.org.uk/>.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print. If necessary, interpreters of other languages would be bought in by school or policies and documents can be translated into other languages.

The Class Teacher, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the Information and Advice Service, as above. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

How do we involve and consult with the children about their education?

At Coates Lane we believe that children should play a major part in the target setting process and are involved where possible in planning and evaluating their individual targets on their PSPs Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their PSP targets
- Learning objectives will be discussed daily with the children during work linked to their targets and children will be invited to annual reviews where appropriate.
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the PSP.
- Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEN support and support from an EHCP included in this process.

How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through a PSP. For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENCo and any relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in Mathematics and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations. This may then lead to further discussions with staff and parents about what next steps need to be put in place.

All PSPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are regularly monitored throughout the term by the teaching assistant, backed up by the class teacher. If appropriate, the child is also encouraged to self-evaluate against their targets throughout the term with the teaching assistant and/or teacher. PSPs are formally reviewed and evaluated termly by the class teacher and/or SENCo, informed by the termly monitoring; this may involve getting further support from a Specialist or repeating assessments. A copy of a child's PSP is sent home, along with a copy of the previous, evaluated TLP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in the summer term of Y5 to confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children

with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are laid out in the school's Policy for Special Educational Needs and Disability.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For most children, the class teacher and SENCo will make more detailed arrangements for a programme of support, including a Pupil Support Plan (PSP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the TLP. There may be some direct input and advice from a specialist teacher or from other agencies such as Educational Psychology Services, NHS Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

How do we adapt the curriculum and learning environment for children with SEND?

If adaptations to the curriculum or learning environment are needed then we work hard to ensure that these adaptations are put in place and get support from Specialists if required.

Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Intervention groups or TA, classroom positioning, organisational aids (task ladder, visual timetables etc.), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, voice recording devices, writing slopes and many more. We have a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal from the classroom) e.g. further English and Maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum delivered through a Personalised Curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child. This will be supported by Specialists to ensure that it caters to the needs of the child.

Children have access to a laptop where necessary and there are interactive whiteboards in all classrooms.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

For more information on adaptations that are made to our curriculum, please see our provision map on our website.

What else do we do to make the school safe and accessible?

The school is almost entirely accessible by wheelchair. There is a disabled parking space at the front of the building with a ramp leading to the main entrance. Key Stage 1 is all on the same level with a medical room. There are 5 steps down to the Key Stage 2 section of the building, however there is a lift which allows wheelchair access. The only areas which would not be accessible by a wheelchair from inside the building would be the library and Class 3. In the past we have had a child with Cerebral Palsy who was in a wheelchair, it was possible to swap classrooms around in order to avoid the use of stairs for this pupil.

We actively encourage parents into school in order that they feel comfortable and able to ask for help if they need it. We have ensured that the steps have a strip on them that is a contrasting colour so that people with a visual impairment can see the definition of the steps. All school information is available on request and the font size can be changed for most policies and documentation.

In the past we had a child who did not speak English when he entered school in Reception. We worked with a translator who helped us communicate with the parents. We currently have EAL children in school. We use visual timetables to aid learning and are able to use more visual aids of need be. We do not have furniture that is adjustable. We use laptops and iPads to enhance learning.

Although school starts at 8.55 am, classrooms are open from 8.45 am each day where Teachers and Teaching Assistants are available for handover. We have an open door policy and parents are welcome to come into school before or after school to speak to Teachers.

If necessary, arrangements can be made for children to be supported during breaks and playtimes by Teaching Assistants or Lunchtime Supervisors. There are always a minimum of two members of staff on duty at playtimes to ensure the safety and wellbeing of the children.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

School employ an Associate SENCO for one day a week, who is available to help parents with any questions they have on SEN matters.

We employ a Counsellor for 1 day a week who works with both children and parents, providing support and strategies to help both at school and at home.

We employ a Literacy Specialist once a month who works with both children and parents, she carries out assessments then produces reports and advises on procedures and routines to follow.

We facilitate a SEND coffee morning every week where outside agencies come to school to help parents – different agencies come periodically through the year to talk about their specialist subject. If Parents want to access any of the above services, they can either telephone or email school to request support.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school but is often delivered, in situ by the various specialists (as noted above) that school buys in.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as an Educational Psychologist or Specialists; Local Authority services such as the Special Educational Needs and Disability Support Service (SENDs) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

How do we know if what we provide for the children is effective?

Provision for children with SEND is as laid out in the school's Policy for SEND.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo / Head Teacher collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable

adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher). Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues on the school website. The school's Equality Policy is available for free on the website and via the school office on request.

Children who require medication in school have a Medical Care Plan outlining the child's condition, what to do in an emergency and who to contact. These are available to all staff and are displayed in the staff room. These plans are reviewed annually with Parents.

If a child needs a Medical Care Plan, the class teacher will meet with Parents to do this so that all information is accurate.

Epi-pens are all kept in the staff room in a marked box in a separate part of the medical box. All staff are aware of their location and how to use them if needed. All staff have annual Epi-pen training from the School Nurse. In school all of our Teaching Assistants are Paediatric First Aid trained.

In the case of an emergency these members of staff would attend to the child, parents would be called by the school and Emergency Services also called if necessary.

We have visits to school by the School Nursing Team, Speech & Language Service, Children & Family Wellbeing Service, Occupational Therapists and Educational Psychologists. We also employ a Counsellor for children to access and a Learning Specialist to carry out assessments and prepare reports.

School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt

that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Coates Lane Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

The school employs a counsellor, who works with children and staff.

If a family has an EHA (Early Help Assessment), a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

The school liaises with all relevant specialist agencies such as the family and medical centres, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and visits and visitors where appropriate. Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.

What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo (contact details in qu. 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review: September 2025

Appendix 1**List of personnel involved in SEND issues**

NAME	POSITION
David Toddington	Head teacher/DSL
Emily Robinson	SENCo
Paula Kitson	SEN Governor
Julie Thompson	Chair of Governors
Lauren McCartan	Assessment Co-ordinator
David Toddington	Managing Medical Needs Responsibility
David Toddington	Designated Teacher with Specific Safeguarding Responsibility
Richard Maiden	Managing Pupil Premium Grant / Children Looked After funding Responsibility
Lauren McCartan Nicola Boon Richard Maiden Samantha Francis	Deputy DSLs

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes,
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHA	Early Help Assessment (this replaces the CAF)
EHCNA(R)	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring (within school) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support)
SLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SEND O	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.