



# Alderman Bolton Primary School SEND Report 2021/2022

Please 'phone us to discuss any aspect of this report or if you require more information.

This is the school SEND information report and responses to questions from Warrington LA Local Offer. Alderman Bolton Primary School is a primary academy working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 2 – 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

**Answers to Parent and Carer Questions**

1.	Who is the school's SENDCo and how do I get in touch with them?	<p>Our SENDCo is Mrs. Grace Newell          Our acting SENDCo is Mrs. Catherine Kinsey          Contact details:</p> <ul style="list-style-type: none"> <li>- aldermanbolton.send@wpat.uk</li> <li>- 01925 633262</li> </ul> <p>You can also request an appointment via the school office.</p>
2.	What kinds of Special Educational Needs and Disabilities are catered for at your setting?	<p>We provide support for pupils across the four areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Cognition and Learning</li> <li>- Social, emotional and mental health difficulties.</li> <li>- Sensory and/or physical needs.</li> </ul>
3.	Which policies relate to SEND children?	<ul style="list-style-type: none"> <li>- SEND Policy</li> <li>- Equalities Policy</li> <li>- Mental Health and Emotional Well-being Policy</li> <li>- Medical Policy</li> </ul>
4.	How does the school know	- Information may be received from previous settings, parents/ carers, other professionals in external agencies;

	if children/young people need extra help?	<ul style="list-style-type: none"> <li>- Teachers' observations show pupil is struggling with a particular difficulty causing them to not be meeting age related expectations;</li> <li>- Observations of a particular difficulty meeting age related expectations;</li> <li>- Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need;</li> <li>- Children may be identified as needing additional support through regular Pupil Progress meetings;</li> <li>- Concerns are raised by parents/ carers and these may lead to an assessment which identifies a particular need;</li> <li>- Staff identify a change in the pupil's behaviour;</li> <li>- A pupil asks for help as they find an area of learning more difficult – this would be explored further by the class teacher.</li> </ul>
5.	What do I do if I think my child has special educational needs?	<ul style="list-style-type: none"> <li>- If there are any concerns, parents are encouraged to speak, in the first instance, to the child's class teacher.</li> <li>- Parents can also speak to our Special Educational Needs Coordinator (SENDCO), on their own, or with the child's class teacher</li> <li>- If your child has not started at Alderman Bolton, the SENCO would be the first point of contact.</li> </ul>
6.	How will the education setting staff support my child/young person?	<p>All of our class teachers are teachers of SEND and the school embraces an inclusive approach to whole school learning.</p> <ul style="list-style-type: none"> <li>- The class teacher is responsible for daily differentiated lessons to suit all children's specific learning needs;</li> <li>- If a pupil has additional needs related to more specific areas of their education, then an 'Individual Education Plan' may be implemented following discussion between you, the class teacher, pupil and SENDCo. Parents/ carers will be asked to sign a copy of the document once prepared. This document will provide specific targets that will be reviewed termly at IEP review meetings</li> <li>- Research based interventions will be set up by the class teacher and SENDCo to support learning within the classroom and these interventions will be monitored and evaluated half termly (minimum) by the class teacher, teaching assistant and SENDCo to ascertain the impact of the provision and to inform next steps.</li> <li>- Interventions are recorded on a provision map.</li> <li>- Occasionally, a pupil may need expert support from an outside agency. If they meet the criteria, referral forms are then completed in coproduction with parents/ carers and forwarded to the appropriate agency. That agency may conduct a series of assessments, and following these provide a program of support to the school and/ or parents/ carers. The recommendations from professionals will be included within the IEP targets and interventions. A record of the interventions is kept so that the impact and effectiveness of an intervention can be ascertained.</li> <li>- Our Provision and Intervention Plan is reviewed half termly by the SENDCo, SEND team, senior leaders and class teachers.</li> <li>- Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEND policies and practices.</li> </ul>

7.	<p>How will the curriculum at your education setting be matched to my child/ young person's needs?</p>	<p>If a child is identified as having SEND:</p> <ul style="list-style-type: none"> <li>- The curriculum is adapted or differentiated in different ways according to a child's needs and recorded on the school's Provision Map. The 'Waves of provision' approach is taken: <ul style="list-style-type: none"> <li>- WAVE 1 Quality First Teaching (QFT) – class teachers routinely use their knowledge of pupil's levels and learning styles to differentiate work to match children's needs;</li> <li>- WAVE 2 differentiation – If pupils have been identified with specific needs, their work may need to be further differentiated, to remove barriers to learning and enable them to access the curriculum more easily.</li> <li>- WAVE 3 differentiation – If the school feels it is appropriate, specialist equipment, resources or a learning program may be made available.</li> </ul> </li> <li>- Teaching Assistants (TAs) in school provide support to teachers across Waves 1, 2 and 3 provisions. TAs may work with a child 1:1 on specific focused tasks or in a small intervention group and this will be planned by the class teacher and SENDCo.</li> <li>- Specialist equipment may be given to a pupil to help them, such as a visual timetable, a wobble cushion, or adapted equipment.</li> <li>- Work may be differentiated by outcome, pace of completion, support offered or by breaking it down into smaller chunks.</li> <li>- Pre and post learning opportunities and support may be offered if appropriate.</li> <li>- If the child has received support from outside agencies such as EP (Education Psychologist) support or SALT (Speech and Language Therapy) support, these programmes and recommendations will be incorporated into the child's learning.</li> </ul>
8.	<p>How will the impact of Covid-19 be monitored and evaluated in terms of SEND pupils?</p> <p>What is the school's response when a pupil with SEND has to self-isolate for a period and access remote learning?</p>	<ul style="list-style-type: none"> <li>- School will identify the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions will be reviewed through individual risk assessments. This will be on an individual basis and with advice from an appropriate health professional where required for remote learning and whilst pupils are in school</li> <li>- School will, alongside other health professionals if required, identify the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting, will be reviewed via the risk assessment and alternative provision and monitoring arrangements will be secured.</li> </ul>

		<ul style="list-style-type: none"> <li>- School will, alongside other health professionals if required, identify the risk of the ability of the individual's parents/carers or home to ensure their health and care needs can be met safely will be identified on the individual risk assessment</li> <li>- School will, alongside other health professionals if required, identify the risk the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered will be reviewed on individual risk assessment</li> <li>- School will, alongside other health professionals if required, identify the risk of the availability of appropriately trained staff to support the pupil during remote learning and self-isolation (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)</li> <li>- The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded on risk assessment</li> <li>- School will work with safeguarding team to ensure all support is accessed</li> <li>- These communications plans may include: individual expectations for home learning, discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting children at home.</li> <li>- In addition, school will support the change of timetable and routine, sensory activities and key websites personalised to the needs of each child.</li> <li>- For children with SEND, but without an EHC plan, signposts will be included within year group home learning to support them in accessing appropriate learning activities. School staff will also be mindful of the availability of support and resources when setting accessible home learning for children with SEND.</li> <li>- The school website will include contact details so that, should parents of children with SEN need to contact the SENDCO.</li> </ul>
9.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>- Through regular discussions with the class teacher and any teaching assistants who work with your child's class/ group.</li> <li>- Teaching staff are usually available at the end of the day for short informal discussions or can be contacted directly through class dojo. Longer appointments can be made with the class teacher, or the SENDCo, through the school office.</li> <li>- For years 1 to 6, curriculum overviews are produced at least termly, sent home to parents/ carers, and published on our website. These are produced to outline the subject content and topic links children will cover each half term/ full term so that parents/ carers can support their child at home. The children in EYFS have regular (often fortnightly) change of topics as they follow the children's interests and plan around them. These will be shared with parents/ carers regularly.</li> </ul>

		<ul style="list-style-type: none"> <li>- Parents' Evenings are held twice a year, in the first half term of the autumn term, and then towards the end of the summer term. An option to meet class teachers after the mid-year report is also available. Where possible, these will be virtual meetings for the foreseeable due the Covid-19 pandemic.</li> <li>- A full written report will be sent home during the spring term.</li> <li>- The class teacher may occasionally make extra notes in a home school link book or reading record, if the teacher or SENDCo feel this is necessary.</li> <li>- Individual Education Plans (IEP's) are drawn-up in consultation with parents/ carers and children and will be reviewed with them every term at least.</li> <li>- Annual review meetings are held for children with an Education &amp; Health Care Plan (EHCP).</li> <li>- If an external agency is coming into school to assess your child, provision will be made for you to meet with them and discuss your child and any thoughts you have about their progress, additional needs, aspirations, etc.</li> <li>- Recommendations received from an external agency are discussed with parents/ carers and pupils (at age appropriate level); copies of reports will be shared also.</li> <li>- If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan.</li> <li>- If your child has a Behaviour Support Plan in place at the school (point's card) then fortnightly meetings will be held to review the document with a member of the SLT (Senior Leadership Team).</li> </ul>
10.	What support will there be for my child's overall emotional health and wellbeing?	<ul style="list-style-type: none"> <li>- All staff offer pastoral support for children.</li> <li>- Within our Safeguarding team, we have a full-time dedicated Safeguarding Coordinator Mrs. Egan, a Learning Mentor (full-time) and Nurture Lead Teachers in EYFS. All are available for pupils who wish to discuss issues and concerns.</li> <li>- Dependent on needs identified, some specific nurture work/ programmes may be implemented by support staff with support from the school's safeguarding team or SENDCo.</li> <li>- Our Safeguarding Team support emotional health and wellbeing, and also support teaching staff as they support children. They all access regular update training.</li> <li>- We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.</li> <li>- If all school support has been exhausted, the school has access to external agencies and professionals, to support with behaviour, attendance and emotional wellbeing. Currently external agencies used in school include play therapy and art therapy.</li> </ul>
11.	What specialist services and expertise are available at or accessed by the education setting?	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The range includes:</p> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- Speech and Language team</li> </ul>

		<ul style="list-style-type: none"> <li>- Occupational Therapy</li> <li>- Inclusion teachers for learning</li> <li>- Sensory Support (Hearing and Visual Impairment)</li> <li>- SEN Orthoptist</li> <li>- School Health</li> <li>- Social Services</li> <li>- CAMHs (Child &amp; Adolescent Mental Health Services)</li> <li>- Child protection/ safeguarding team</li> <li>- Play therapy</li> <li>- Art therapy</li> <li>- Physiotherapist</li> <li>- Medical professionals such as epilepsy team</li> <li>- ASD/ ADHD specialist nurse</li> </ul> <p>Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support.</p>
12.	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> <li>- The SENDCo is a qualified teacher, and senior leader, who also has the National Award for Special Educational Needs Co-ordination.</li> <li>- Our acting SENDCo is completing the NEW2SENDSCO course this year.</li> <li>- The school regularly accesses support from a Specialist Leader of Education with a Diploma in Specific Learning Difficulties, such as dyslexia, dyspraxia and dyscalculia.</li> <li>- Those staff working with children with speech and language difficulties will be supported by the SENDCo and are trained in speech and language programmes.</li> <li>- The SENDCo attends regular SEND training within the Local Authority and other clusters to maintain up to date knowledge of SEND practice and to share and develop good practice.</li> <li>- Some staff have had specific recent training related to individual children, for example, to provide physiotherapy programmes, about medical conditions, etc.</li> <li>- If a child has been supported by the visual impairment team or educational psychologist the year group will be supported by these services and the SENDCo to implement specific programmes and interventions.</li> <li>- School are continuing with their whole school de-escalation of behaviour and supporting children's emotional well-being in school.</li> <li>- Our Learning Mentor is completing the post graduate Inclusion Experts Pastoral leadership course this year.</li> </ul>

13.	How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs?	<ul style="list-style-type: none"> <li>- Alderman Bolton endeavors to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible.</li> <li>- A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place.</li> <li>- Trips and activities are always available to all.</li> <li>- In some circumstances, we may ask a parent/ carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process.</li> </ul>
14.	How accessible is the Alderman Bolton school environment?	<p>Our building is an old one, but we have worked hard to make it more accessible over the years:</p> <ul style="list-style-type: none"> <li>- The main building is fully accessible on the ground level, with ramps outside and an internal stair lift which allows access to the second and third floors.</li> <li>- There are a number of accessible toilets for children and adults situated around the school.</li> <li>- There is a disabled parking bay on the school car park near to the rear entrance.</li> <li>- As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately.</li> </ul> <p>The Accessibility Policy for Alderman Bolton can be found on schools website <a href="http://www.aldermanbolton.org.uk">http://www.aldermanbolton.org.uk</a></p>
15.	How will the education setting prepare and support my child to join Alderman Bolton, transfer to a new education setting or the next stage of education and life?	<ul style="list-style-type: none"> <li>- The SENDCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.</li> </ul> <p>Children entering Nursery:</p> <ul style="list-style-type: none"> <li>- If the child is already known to an agency offering some support, e.g. speech and language, the SENDCo, or someone designated by them, will liaise with agency. Additional meetings may be arranged in advance of the child accessing the provision.</li> </ul> <p>Child entering Reception:</p> <ul style="list-style-type: none"> <li>- When children enter Reception, there are a lot of visits between their nursery setting and school. Extra visits and meetings will be set up as required.</li> <li>- Transition within school from one year group to another is carefully planned with individual pupils needs discussed prior to visiting their new classroom; handover of certain documents for key information, such as one page profiles, data, record of interventions. Transition meetings focus on individual pupil needs.</li> <li>- When a child joins from another setting, the school makes contact with that setting to support transition. Similarly if a child leaves during school, Alderman Bolton staff will endeavour to liaise closely with the receiving setting.</li> </ul>

		<ul style="list-style-type: none"> <li>- The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEND when they join school.</li> </ul>
16.	How are Alderman Bolton's resources allocated and matched to children's special educational needs?	<p>Children with an EHC plan will have their own budget to support them. Money is used to provide recommended resources or to deploy staff, or to access specialist training.</p> <ul style="list-style-type: none"> <li>- The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed.</li> <li>- Further support or resources may be allocated to your child following assessments by the SENDCo, or outside agencies (e.g. children's Speech and Language Therapy team).</li> </ul>
17.	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>- The Head teacher and SENDCo will allocate resources and support based on a child's individual needs, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice.</li> <li>- The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents/ carers and reviewed regularly.</li> <li>- Support will be reviewed and change according to the ongoing review of need which will be discussed with staff, parents/ carers and child.</li> <li>- Through Pupil Progress Meetings and discussions between school based staff around the child.</li> <li>- For pupils with an EHC plan, further consultation will take place with all stakeholders to determine support 'addition to and different from' that which is available to school.</li> </ul>
18.	How are parents involved at Alderman Bolton? How can I be involved?	<p>All parents/ carers are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> <li>- Discussions with the class teacher;</li> <li>- During parents evenings or other arranged meetings;</li> <li>- Class dojo account to enable both parents and teachers to communicate effectively and share information safely about the child.</li> <li>- During discussions with the SENDCo, or other professionals;</li> <li>- Parents/ carers are encouraged to comment on their child's Individual Education Plan;</li> <li>- Parents/ carers are warmly encouraged to support and help with school activities, or to volunteer/ help out in the classrooms (subject to DBS);</li> <li>- We offer concerts, assemblies, sporting events, and curriculum workshops to which parents/ carers are invited. In EYFS, parents/ carers are invited to Stay &amp; Play sessions;</li> <li>- Parents are sent questionnaires to gather their opinions and views.</li> </ul>

19.	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact one of the following:</p> <ul style="list-style-type: none"> <li>- Your child's class teacher or the Teaching Assistant who works in their classroom or with your child.</li> <li>- SENDCo – Miss Grace Newell/Mrs. Cath Kinsey</li> <li>- Head of School – Mrs. S Morris</li> <li>- Executive Head Teacher – Mrs. P Warding</li> <li>- SEND Link Governor – Eileen Stewart</li> </ul> <p>Appointments can be made with any of these people through the school office or via <a href="mailto:aldermanbolton.send@wpat.uk">aldermanbolton.send@wpat.uk</a></p> <p>There are a number of LA contacts who can provide more information including:</p> <ul style="list-style-type: none"> <li>- Parent Partnership (SENDIASS)</li> <li>- School Health advisers (school nurse/mental health lead)</li> <li>- Advanced Solutions</li> </ul>
20.	What should I do if I have a complaint?	If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENDCo, Deputy Head teacher or Head teacher. Failing this, an appointment can be made to see the SEND Governor via the school office.
21.	Local Offer	<a href="https://askollie.warrington.gov.uk/localoffer">https://askollie.warrington.gov.uk/localoffer</a>
<b>Answers to Children's Questions</b>		
1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> <li>- Through something that you or your parents/ carers have told us.</li> <li>- We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. You may not be making the usual progress in your work.</li> </ul>
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> <li>- Speak to your parents/ carers and ask them to have a word with your teacher.</li> <li>- Speak to your teacher or another adult who works in your class.</li> <li>- You can add a comment to your work to tell the teacher.</li> <li>- All adults in school will want to help and support you, including other teachers you have worked with, including our support staff and members of the safeguarding team (on display in the front entrance).</li> </ul>
3.	How will my work be organised to meet my individual needs?	<ul style="list-style-type: none"> <li>- We can differentiate your work in different ways.</li> <li>- We can give you different resources to help you.</li> <li>- We can break your work into smaller chunks.</li> <li>- You can monitor your own progress and see your successes.</li> <li>- We can give you some extra work on a new topic before you start it so you feel more confident.</li> </ul>

		<ul style="list-style-type: none"> <li>- We may give you help in a small group to help you learn a new skill.</li> <li>- We will listen to you and understand what you find difficult so that we can offer the right kind of support.</li> <li>- We will give you additional support should you need it.</li> </ul>
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> <li>- Your class teachers and Teaching Assistants will speak to you.</li> <li>- You will be involved in reviewing and planning targets. You will discuss how you learn best using your pupil profiles.</li> </ul>
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> <li>- The adults who work with you will support you. You might have a list of what you need to do written for you or a visual timetable.</li> <li>- Your teacher and TA will set you targets to help you and break big tasks into smaller ones.</li> <li>- We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).</li> </ul>
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> <li>- Speak to a friend, a parent or carer, or an adult in school – we all care and want to help! If you worry a lot, you may have a worry book/ diary and use that to communicate with adults at home.</li> <li>- Specific strategies may be used as appropriate, e.g. worry boxes may be in place.</li> </ul>
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> <li>- We will talk to you regularly.</li> <li>- When your teachers mark your work, they will tell you.</li> <li>- Your teacher and TAs will give you feedback during lessons.</li> <li>- Adults will review your targets with you.</li> <li>- You can ask your teacher if you are doing well.</li> </ul>
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> <li>- Talk to us about what is worrying you and we will work with you and find people to support you.</li> <li>- You can tell your teacher, TA, or any member of the school staff.</li> <li>- Talk to our Learning Mentor.</li> </ul>
9.	Are there staff in school that have had special training to help young people who need extra help?	<ul style="list-style-type: none"> <li>- All of our teaching staff have regular training in areas of SEND.</li> <li>- Staff are trained in lots of intervention programmes to help you with your learning.</li> <li>- We have a trained SENDCo and our Learning Mentor access a range of training to offer support.</li> <li>- We have lovely Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.</li> </ul>

10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<p>Yes we can! We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- School Health Adviser</li> <li>- Occupational Therapist</li> <li>- Parent Partnership</li> <li>- Early Help team</li> <li>- CAMHs</li> <li>- Counselling services, such as St Joseph's, NSPCC</li> <li>- Visual and Hearing Impairment team</li> <li>- Speech and Language team</li> <li>- Orthoptist</li> <li>- Physiotherapist</li> <li>- ASD/ ADHD specialist nurses</li> <li>- Play therapy</li> <li>- Art therapy</li> <li>- Medical professionals such as epilepsy team</li> <li>- And more!</li> </ul>
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>a) How will I know who can help me?</p> <p style="text-align: center;">Talk to a member of staff with your parents/ carers or on your own</p> <p>b) Who can I talk to about getting involved in student activities if I need extra help?</p> <p style="text-align: center;">If you want to get involved in an activity we will make sure that you can and give you the help you need. Talk to one of the adults in your classroom.</p>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> <li>- We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information.</li> <li>- We will usually hold a meeting with the people who help you now so that we have everything in place to help you.</li> <li>- We will speak to your new school before you start. We will make sure that you can visit and meet the people who will help you before you start. We will keep you in touch with your new school to make sure they know how to help you.</li> </ul>
13.	I am coming to school to	<ul style="list-style-type: none"> <li>- We will listen to your dreams and aspirations.</li> </ul>

	prepare for employment – how will I be supported?	<ul style="list-style-type: none"><li>- We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment.</li><li>- We will encourage and support you.</li><li>- We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, and independence and reflection skills.</li><li>- We will see you as an individual.</li></ul>
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## Glossary

<b>TA</b>	Teaching Assistant	Classroom support staff.
<b>SEND</b>	Special Educational Needs and Disabilities	
<b>SENDCo</b>	Special Educational Needs and Disabilities Coordinator	
<b>EHCP</b>	Education, Health and Care Plan	Document devised by the Local Authority - based on information and reports from parents/carers, school staff and external agencies - outlining the identified needs of individual children and recommendations to support their learning.
<b>IEP or IBP</b>	Individual Education Plan Individual Behaviour Plan	Document completed by a child with the support of a member of staff, states areas of strengths and concerns and how they can be supported at school.
<b>SEMH</b>	Social, Emotional and Mental Health	
<b>CYPMHs</b>	Children and Young People Mental Health Services	
<b>SMART Targets</b>	Specific, Measurable, Achievable, Realistic and Time-Limited	

**SEND Graduated Response**



