



## Malmesbury Park Primary School – SEND Information Report 2025-2026

### Mission Statement

To enable all children to feel valued, to experience success and to develop to their full potential in a caring and safe community.

### School context

Malmesbury Park Primary School is part of the Reach South Academy Trust with approximately 700 children on role in an urban suburb of Bournemouth. The school caters for 3-11 year olds as it includes a nursery for pre-school children. It is three form entry with approximately 30 children in a class from Reception to Year 6. We are a multi-cultural school with approximately 40 different languages resulting in about 50% of our children having English as an additional language. The school population is quite transient and the local area caters for a high number of low income, dual parent families. The school has a resource base (Riggs Unit) for children with communication difficulties and a diagnosis of Autism Spectrum Disorder who have an EHCP (Education, Health and Care Plan); the expectation for children within the Riggs is that they are able to manage part of their school day within their mainstream classroom, with support as necessary.

At Malmesbury Park Primary School, ALL children matter and we are interested in the whole child, not just their academic progress. We are an inclusive school that looks to ensure the wellbeing of all children is catered for through our Key Adult and ELSA resources.

### SLT, SEND and Pastoral Teams

#### Strategic Leadership Team

| <b>Headteacher and DDSL</b> | <b>Deputy Headteacher and DSL</b> | <b>Assistant Headteacher for inclusion</b> | <b>Assistant Headteacher for EYFS and KS1</b> | <b>Assistant Headteacher for KS2</b> |
|-----------------------------|-----------------------------------|--|---|--------------------------------------|
| Mr D Forward                | Mrs N Smith                       | Miss N Smith                               | Mr J Peach                                    | Mrs N Zadeh                          |

#### SEND and Pastoral Team

| <b>Assistant Headteacher for Inclusion</b> | <b>Riggs Teacher and SENDCo</b> | <b>Lancaster Teacher and SENDCo</b> | <b>SEND Governor –</b> | <b>ELSA support –</b>         |
|--|---------------------------------|-------------------------------------|------------------------|-------------------------------|
| Miss N Smith                               | Miss J. Shanahan                | Mrs F Keevil                        | Mr L. Joy              | Mrs T. Phelps and Mrs C. Ruth |

**Common Questions around support for children with a special education need or disability.**

**1. Who are the best people in school to talk to about my child’s special educational needs or concerns I may have about progress they are making?**

| <b>Appropriate staff members</b>  | <b>Summary of responsibilities</b>   |
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| <p>If your child is already a member of our school the first contact should be their <b>class teacher</b></p>   | <p>They are responsible for –</p> <ul style="list-style-type: none"> <li>• Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child’s individual needs.</li> <li>• Checking the progress your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc.) and sharing this with the Special Educational Needs Coordinator (SENDCo) as necessary.</li> <li>• Liaising with the SENDCo when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies.</li> <li>• Planning, sharing and reviewing Learning Plans with parents at least once every term.</li> <li>• Ensuring all staff working with your child in school are aware of your child’s individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Ensuring the school’s SEND policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> |
| <p>If your child is due to start at our school and has an identified Special Educational Need and/or Disability you should contact the Inclusion Team</p> | <p>They are responsible for –</p> <ul style="list-style-type: none"> <li>• Co-ordinating the support for children with special educational needs (SEND) and developing the school’s SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• Involved in supporting your child’s learning</li> <li>• Kept informed about the support your child is getting</li> <li>• Involved in reviewing how they are progressing</li> </ul> </li> </ul>  |

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| <b>Inclusion Assistant<br/>Headteacher<br/>Miss N Smith</b>   | <ul style="list-style-type: none"> <li>• Part of planning ahead for them.</li> <li>• Liaising with all the outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.</li> <li>• Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.</li> <li>• Requesting Education, Health and Care Need Assessments (EHCNAs) via the local authority and attending co-production meetings and panel meetings (when required).</li> </ul> |
| Other staff with a responsibility for supporting your child would be –<br><b>Head teacher –<br/>Mr D. Forward</b> | They are responsible for – <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the support for children with SEND and ensuring, through the SENDCo and class teachers, that your child's needs are met.</li> <li>• Ensuring the Governing Body are kept up to date with issues in school relating to SEND.</li> <li>• Appointment of staff.</li> <li>• Attendance at annual reviews for children with an Education, Health, Care Plan, if appropriate.</li> </ul>   |
| SEND Governor –<br><b>Mr L. Joy</b>   | They are responsible for – <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND policy which is being followed.</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has a SEND and / or a disability.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential.</li> </ul>  |
| Year Team Leaders   | They are responsible for – <ul style="list-style-type: none"> <li>• Ensuring, by liaising with the class teacher, that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.</li> <li>• Supporting the class teacher in identifying, planning and delivering any additional help your child may need.</li> <li>• Supporting the class teacher in writing their Individual Support Plans (ISPs) when necessary.</li> <li>• Ensuring all staff working within their year base are aware of your child's individual needs and / or conditions and any specific adjustments needed to enable them to be included and make progress.</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• Ensuring that the school's SEND Policy is followed in their year base for all the children.</li></ul> |
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### **1. How will Malmesbury Park Primary School support my child with identified SEND starting at school?**

Before your child comes to Malmesbury Park Primary School we will invite you to visit the school with your child to have a look around. We will also arrange for you to meet with the SENDCo to discuss your child's specific needs. If other professionals are involved we may organise a multi-agency meeting or contact the other professionals to discuss your child's needs and appropriate strategies in order to ensure the provision is put in place before your child starts. You may be invited to this meeting or the SENDCo will discuss the planned provision with you separately. On occasions the SENDCo/Year Team Leader/Class Teacher will visit or talk to the SENDCo at their previous educational setting in order to discuss successful strategies with them.

### **2. My child has a place in the Riggs Unit, how will they support my child starting there?**

The SENDCo will contact you to organise for you to visit the school with your child. She will also organise to meet with you to discuss specific needs. She will sometimes ask to visit your child in their current educational setting to discuss successful strategies they have used and gain a greater understanding of their needs within their setting. A plan will be put in place to ensure the transition is smooth, this might include additional visits by the child to Malmesbury Park, an allocated support member of staff visiting your child in their current setting, a booklet about the school being created or any other approaches to reduce the anxieties your child will be having about the move. An Individual Support Plan will be created to support your child's needs and this will be discussed with you.

### **3. How will the school let me know if they have concerns about my child?**

Senior members of staff meet with the Year Team Leader (YTL) and teachers each term to talk through the year group's progress and discuss any concerns which are passed onto the SENDCo. The SENDCo also meets with the YTL and class teachers regularly to discuss children on the SEND register and any further concerns in the year group; teachers can be asked to complete a Record of Concern document for the SENDCo. When a concern is highlighted, the class teacher will discuss this with you. Initially this may be at a parent's evening or they may ask to meet with you at the end of a school day (lack of progress can be due to a variety of reasons and need not mean your child has a Special Educational Need). They will discuss strategies and interventions they will use in school and suggest how you can support your child at home. They may create an Individual Support Plan for your child which

means that your child will be added to the SEND Register in order to receive additional support in school to work on their personalised targets. As per the SEND Code of Practice, with your assistance, we endeavour to intervene as early as possible, to ensure your child gets the support they need as soon as a need is identified.

Each term the class teacher will review your child's progress and offer the opportunity to discuss this with you. Should your child's progress still cause concern they will speak with their Year Team Leader and SENDCo. A meeting will be organised with yourself to discuss the concerns in more detail and will include:

- Listening to your concerns
- Gathering information about your child's development
- Planning any additional support your child may receive
- Discussing any referrals to outside professions to support your child's learning.

#### **4. What are the areas of Special Educational Need you might have concerns about?**

The SEND code of practice identifies four different areas of need, these are –

| Area of need                  | Explanation of this need – taken directly from the SEND Code of Practice 2015   |
|-------------------------------|---|
| Communication and Interaction | <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p> <p>If there is a concern about your child's SLCN the SENDCo may contact you to discuss a referral to the Speech Therapy Service.</p> <p>Any child who is receiving support from the Speech Therapy Service will be placed on the SEN Register; this way we can track their progress on their individual targets.</p> |

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| Cognition and Learning              | <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder. School offer a screening service for dyslexia and dyscalculia however this is not a diagnosis. The screening will show areas of difficulty so class teachers know how to support their children with dyslexic/dyscalculic traits more effectively.</p> <p>The Child Development Centre, where the Community Paediatricians are based) do not offer diagnoses for learning difficulties. The Educational Psychology Service can be asked to come to school to offer support and recommendations, however they are also unable to diagnose specific learning difficulties.</p> |
| Social, Emotional and Mental Health | <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorders, attention deficit hyperactive disorder or attachment disorder. If you are concerned that your child has such difficulties please contact the SENDCo or one of our ELSAs.</p>   |
| Sensory and/or Physical needs       | <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment.</p>   |

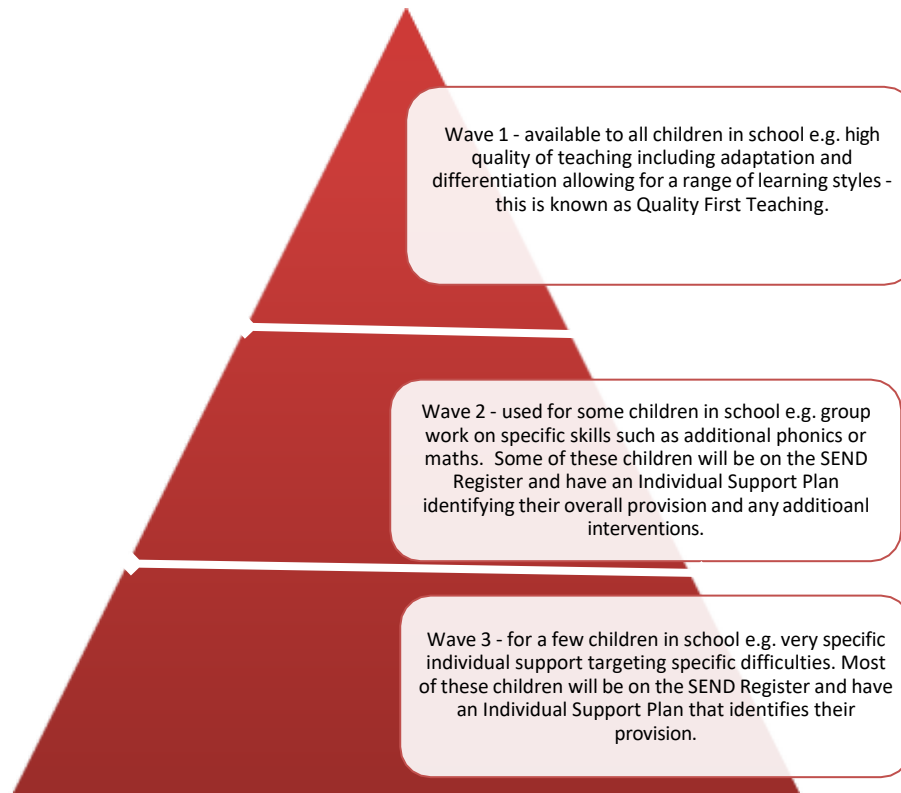
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|  | Some children with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. |
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**5. What are the types of support available for children with SEND in this school?**

All children in school will get support that is specific to their individual needs. The SEND Code of Practice has two levels of additional support, these are –

- ~ School Support
- ~ Education and Health Care Plans

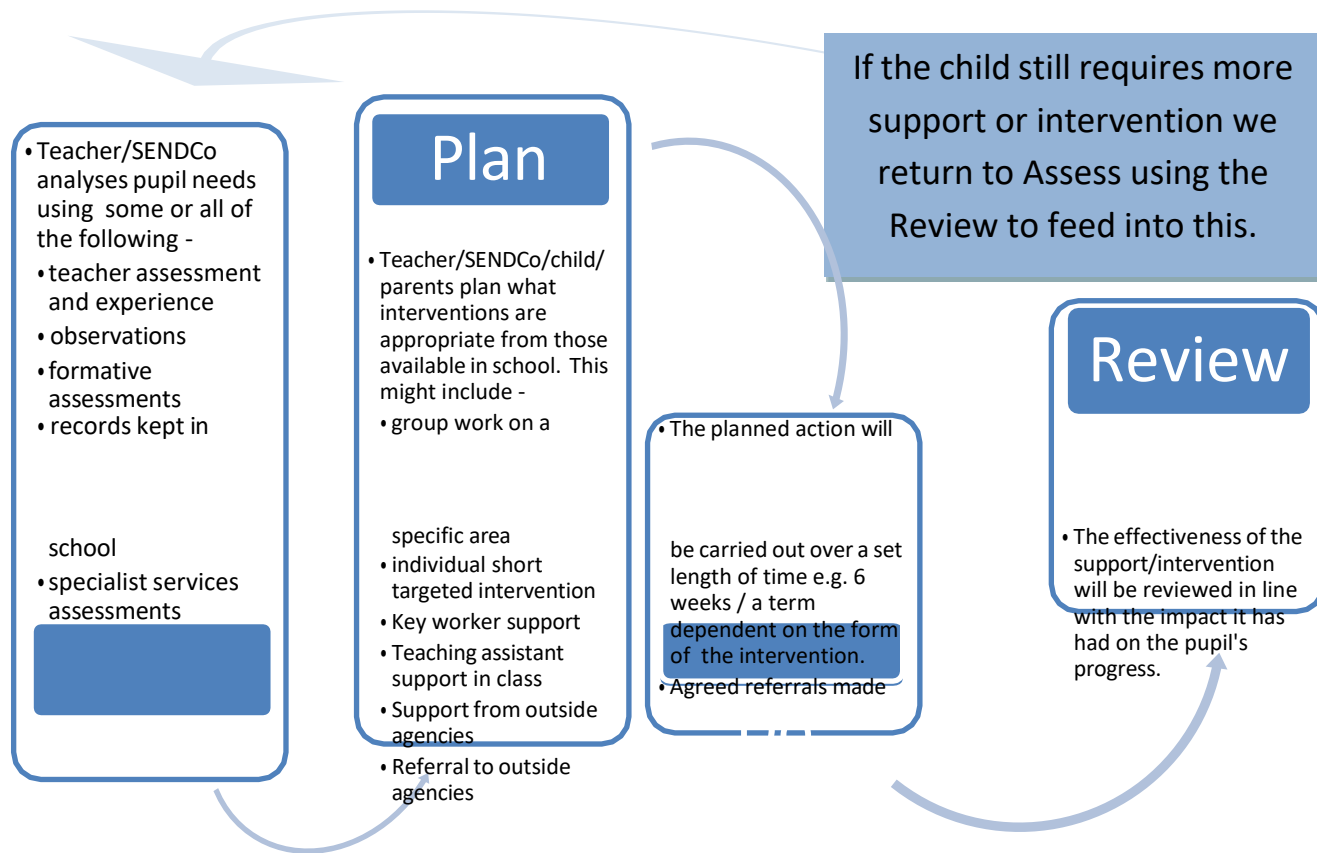
School Support can be explained in the following diagram –



Wave 2 and Wave 3 may be provided by the class teacher or may involve:

- ~ Other staff in the school e.g. Teaching Assistants.
- ~ Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) or Physiotherapy Services.

Both Wave 2 and Wave 3 involve a cycle of assess, plan, do, review through the Individual Support Plans and following The Graduated Response. Parents and children will be included in this process as far as is reasonable.



The different types of support available for children with SEND over and above Wave 1 Quality First Teaching at Malmesbury Park are:

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| <b>For Communication and Interaction</b> | <b>By</b> | <b>For</b> |
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| Improving speech sound production. | Teacher/TA | Children with specific difficulties in the pronunciation of sounds including those with a stammer or stutter. |
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| Receptive and expressive language programmes.          | Teacher/TA      | Children highlighted as having a particular difficulty in this area by SALT.  |
| Understanding and using social rules of communication. | Teacher/TA/ELSA | Children who find it difficult to form friendships with their peers/communicate with their peers at an age appropriate level. |

| <b>For Cognition and Learning</b>   | <b>By</b>                     | <b>For</b>  |
|---|-------------------------------|---|
| Small group work inside or outside the classroom linked to specific needs e.g. phonics tutoring, small group reading, maths and writing interventions.                    | Teacher/TA                    | Children who have been identified with a specific difficulty in a specific area of learning.  |
| Individual support in specific subject areas dependent on need e.g. differentiated task sheets/adaptation of tasks and learning.  | Teacher/TA                    | Children who need direct input within the class for specific tasks e.g. writing imaginative stories, organising format of work, staying focused on tasks. |
| Short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities, pre-learning and over-learning.                                | Teacher/TA                    | Children who have been identified as needed a short, intensive input to reinforce and embed learning.   |
| Access to the computer programmes; Nessy Spelling, Nessy Fingers, Dyslexia Gold, Reading Unlocked and Mathletics.   | Teacher/TA/Independently/Home | Children who needs to fill any gaps in learning and develop their basic skills.   |
| Enlarged texts/coloured overlays/presentations printed/coloured paper/reading rulers/ highlighting of key information/spellcheckers/alternative forms of recording ideas. | Teacher                       | Children with identified dyslexic traits.   |
| Personalised curriculum/access to the curriculum of a different year group.   | Teacher                       | Children who are unable to access the learning objectives of the year group they are in.  |

| <b>Social, emotional and mental health difficulties</b>   | <b>By</b>      | <b>For</b>  |
|---|----------------|---|
| Key adult support – an adult who builds a relationship with the child / young person in order to help them to manage the classroom more appropriately and reduce their need to use inappropriate behaviour to meet needs. This can take the form of short sensory breaks, check-ins after playtimes and specific support for certain lessons that children find more difficult. | Key adult/ELSA | Children whose behaviour demonstrates they are struggling to manage their emotions within the classroom or among their peers and this is directly affecting their learning. |
| Small group sessions on self-esteem, understanding emotions, etc.   | ELSA/TA        | Children whose behaviours demonstrate a need in this area e.g. becoming withdrawn, angry, overly anxious.   |
| 20/20/20 – a lunch time club that allows targeted children to be inside in a supported environment instead of outside on the playground. This can also support children in learning how to play appropriately with others.  | ELSAs          | Children who have been identified as finding the longer lunchtime break difficult to manage.  |
| ELSA 1:1 support - targeted intervention for chosen children to work on (e.g. friendships; anger management) across the school.   | ELSAs          | Children who need a positive social experience at the end of the school day.  |

| <b>Sensory, Physical and/or Medical Needs</b> | <b>By</b>  | <b>For</b>   |
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| Use of the Sensory Room.                      | Teacher/TA | Children who have been identified as requiring a specific type of sensory break from the classroom to either energise or relax them. |

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| Use of the Bodyshop                 | Teacher/TA | Children who need to regulate. The system is set up so children can go through the routine of alerting, organising and calming so they can then return to the mainstream school. |
| Enlarged texts/adapted task sheets. | Teacher    | Children with Visual Impairments.  |

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| Pencil grips, special scissors, ergonomic pens etc.                 | Teacher                      | Children with identified fine motor skills difficulties.                          |
| Use of equipment such as fidgets, wobble cushions, therabands etc.  | Teacher                      | Children with attention difficulties and/or with sensory processing difficulties. |
| Small group or individual session on fine and gross motor skills.   | Teacher/TA                   | Children with identified motor skills difficulties.                               |
| Alternative recording sources e.g. laptops, iPads, voice recorders. | Teacher/TA                   | Children with identified needs related to motor skills or hearing / visual needs. |
| Health Care Plans.  | AHT for Inclusion and SENDCo | Children with medical needs such as Epilepsy, Diabetes and Anaphylaxis.           |

## 6. How does the school seek specialist advice/assessments?

As part of the 'Assess, Plan, Do, Review' process we will make referrals to specialist services when the interventions we are using in school are not making a significant enough difference to your child's progress. The specialist professionals will work with your child to understand their needs and make recommendations, which may include –

- Making changes to the way our child is supported in class e.g. some individual support of changing some aspect of teaching to support them better.
- Support to set better targets which will include their specific expertise.

We will discuss these services with you and seek your permission to make the referral.

The following services are available to our school:

| Name of service                      | What they provide   |
|--------------------------------------|---|
| Educational Psychologist (EP)        | This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing. The EP Service at BCP does not offer diagnoses of learning disabilities. |
| Speech and Language Therapist (SALT) | This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.                                      |

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| Child and Adolescent Mental Health Service (CAMHS)              | This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.   |
| Community Paediatrician (based at the Child Development Centre) | The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a diagnosis of a specific neurodevelopmental disorder such as – <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> <li>• Developmental Co-ordination Disorder (formerly known as Dyspraxia)</li> <li>• Attention Deficit Hyperactivity Disorder</li> </ul> They can also provide access to Occupational Therapy and physiotherapy, who in turn will provide advice to schools of how best to support your child's needs. They <b>do not</b> diagnose specific <b>learning</b> difficulties. |
| School Nurse  | The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet as well as providing necessary training in how to manage particular medical diagnoses e.g. diabetes.   |
| Special Schools Outreach  | The special schools in the area – Linwood, Springwood, Winchelsea and Tregonwell – provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies schools might be able to implement for specific needs.  |
| Hearing and Vision Support Services                             | This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.  |

## 7. What training will the staff support children with SEND have had or are having?

At Malmesbury Park, we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. Advice and support come from year teams, other staff and the SENDCo within school; specialist advice is sought from the services available to the school. Should further training be

necessary this will be organised as soon as is possible to ensure they have the skills necessary. All staff are offered a variety of CPD (Continuous Professional Development) opportunities through BCP and Reach South Trust; these can be bespoke training packages or as a part of Inset Days or Conferences; they can be led by staff within the school or Trust or from other agencies.

The Senior Leadership Team and the SENDCo within school are constantly moderating needs within the school and where an area of concern is highlighted whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed.

Parents are asked for advice, when appropriate, as you are the experts on your child and can offer personal understanding of how they react in different situations and strategies that will work best to support them.

### **8. How is extra support allocated to children?**

The school has been allocated funding for Special Educational Needs and this provides the resources needed throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of your child's needs increases. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of your child without seeing the expected progress being achieved, the school or parents should consider requesting an Education and Health Care Needs Assessment (EHCNA) through the Local Authority. 'The purpose of an EHC Plan is to make special educational provision to meet the Special Educational Needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' (SEND Code of Practice 2015).

### **9. My child has an Autistic Spectrum Disorder and I understand there is a resource base (Riggs Unit) at Malmesbury Park, how will this support my child?**

Malmesbury Park Primary School has a resource base for children diagnosed with Autistic Spectrum Disorder. It has a capacity for 12 children and is funded by the Local Authority. Places in the Riggs Unit are allocated to children with an EHCP (Education and Health Care Plan) by the SEND team in BCP. The resources available to this unit are specifically for these children. The school benefits from the expertise available in the Riggs and other children with a diagnosis of Autistic Spectrum Disorder can benefit from this through their class teacher seeking advice around strategies, however, direct support and the use of these facilities are only for the children identified by the SEND team.

**10. As the parent of a child with SEND how will I be involved and kept up to date about my child's progress?**

We value the support and knowledge of our parents as they are the experts on their children and we know if home and school work together your child has a better chance of reaching their potential. With this in mind you will be included from the beginning of the process. From the moment concerns are discussed with you about your child's progress your child's teacher and/or SENDCo may meet with you on a regular basis to discuss their progress and their support. During this meeting we will discuss their progress, any ongoing concerns and the next steps to supporting your child. This is a partnership and for your child to make the best progress you may be asked to contribute with supporting tasks at home. Between meetings any changes in circumstances or new information should be shared with/by the class teacher or SENDCo. You will also be invited to meet with any specialist services invited to work with your child. You will also be invited to termly parents' evenings with your child's class teacher where Learning Plans will be shared and discussed.

**11. What support do I receive as the parent of a child with a SEND?**

As a school we are aware being the parent of a child with a SEND can be very demanding and emotionally draining. The SENDCo/class teacher/Year Team Leader are also available to discuss any specific concerns you may have and will offer advice, strategies or ideas in relation to your concerns. We will also provide information about organisations who support specific SEND. BCP have a Local Offer where you can also access further support through the Family Information Directory.

If your child is being assessed for an EHC plan, SENDiass are also available to offer you impartial advice and advise you on the law. They will be able to explain the process and help you write the information you wish to get across to the SEND department in relation to your child's needs. The SEND Team at BCP should also support you and ensure that you fully understand the process.

BCP Local Offer/Family Information Directory - <https://fid.bcpCouncil.gov.uk/home>

SENDiAss - [SENDiAss4BCP \(bcpCouncil.gov.uk\)](https://sendiass4BCP.bcpCouncil.gov.uk)

**12. How will you support my child when they are leaving the school or moving on to another class?**

At Malmesbury Park we understand the importance of preparing children for all types of transition including from school year to school year and especially when changing Key Stage or school. In order to do this, we can:

- Provide opportunities for your child to visit their new class/school before most children have this opportunity.
- Create a book for them to take home about their new class/school for you to share with them, especially if the change happens after a holiday.
- Provide opportunities for them to talk through their feelings, both fears and expectations.
- Ensure, where possible, they meet with some other children they will be transitioning with.
- Provide an opportunity for you to meet with their new teacher/school if you would like to, we can visit the new school with you or provide information about who to contact if you would prefer.
- The class teacher/SENDCo/ELSA will provide information about the successful strategies, interventions, equipment needed for your child to have the best opportunity at success in their new class/school. This will be done in writing as well as through meeting the new teacher/SENDCo in person.
- The SENDCo/ELSA will ensure transition meetings are held with the relevant people.

### **13. How have we made this school accessible to children with a disability?**

At Malmesbury Park we want to ensure all children feel part of the school community and can access all opportunities given. At present we have –

- Wheelchair accessible entrances and doors around school.
- Internal lift to ensure all children and parents can access both floors and therefore all classes.
- Accessible toilets.
- Marking on the stairs for visually disabled children
- Support from the disability teams in the Local Authority e.g. VSS and HSS (Vision/Hearing Support Services).
- Differentiated provision as recommended by specialist services.
- Medical advice and support when appropriate.
- PEEP - Personalised Emergency Evacuation Plan.

**We always liaise with parents to ensure their child is able to access all aspects of the curriculum in a way that is safe and enjoyable. More information can be found in the Accessibility Policy on the website.**

### **14. How can you make a complaint?**

We want all of our pupils to be happy and successful in school. We do appreciate that at times parents want to raise concerns or ask questions about their child’s education. We endeavor to settle all complaints at an informal level and please do email or call the office if you have any concerns. Please also read the [complaints policy](#) which outlines the steps the school will take.

## 15. Glossary of terms

|                       |  |
|-----------------------|--|
| SEND                  | Special Educational Needs and Disabilities                                   |
| SEND code of practice | The legal document that sets out the requirements of SEND                    |
| EHCP                  | Education and Health Care Plan   |
| SEND                  | Special Educational Needs and/or Disabilities                                |
| SALT                  | Speech and Language Therapy  |
| EP                    | Educational Psychologist   |
| SENDCo                | Special Educational Needs and/or Disabilities Coordinator                    |
| ELF                   | Emotional Literacy and Feelings – this is a nurture style room within school |
| ELSA                  | Emotional Literacy Support Assistant   |
| TA                    | Teaching Assistant   |
| MLD                   | Moderate Learning Difficulties   |
| SLD                   | Severe Learning Difficulties   |
| PMLD                  | Profound and Multiple Learning Difficulties                                  |
| SpLD                  | Specific Learning Difficulties   |
| VI                    | Visual Impairment  |
| HI                    | Hearing Impairment   |
| MSI                   | Multi-Sensory Impairment   |
| PD                    | Physical Disability  |
| CAMHs                 | Child and Adolescent Mental Health Services                                  |

Note: The document talks about the SENDCo and that person will support the child. This could mean any member of the Inclusion Team.