

SEN Information Report

2023-24

(Core Inclusion Offer)



www.pennyman.teesvalleyeducation.co.uk

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Pennyman Primary Academy – our ‘Core Inclusion Offer’

Definition of Inclusion

At Tees Valley Education we consider Inclusion fundamentally as equality of opportunity. When putting together the **SEN Information Report** for each of our academies, we have identified three strands to the creation of a fully inclusive Academy: the creation of inclusive cultures; producing inclusive policies; evolving and sharing inclusive practices.

The Inclusion Standard, as defined in The Salamanca Statement (UNESCO, 1994), re-affirms inclusion as...

“...the continuous process of increasing the presence, participation and achievement of all children, young people and adults in local community schools where possible. ” and asked all governments *“as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise’...*

The Tees Valley Education Inclusion team has responsibility for overseeing specialist education and provision for all vulnerable learners (e.g. SEND, welfare & safeguarding) who attend any of the trusts’ academies. The team works collaboratively to ensure the whole learning community achieves educational success.

1. Objectives of the Trust Board in developing inclusion & the creation of inclusive cultures

A key objective for the academy is to ensure Pennyman Primary remains an inclusive, secure, accepting, collaborating and stimulating community, where everyone feels valued and where all children are enabled to fulfill their potential. Our aim is to uphold our inclusive values, shared between all staff, children, governors, parents/carers and stakeholders so that all of our children can be the best they can be.

2. People responsible for coordinating and delivering inclusive practice through the ‘Core Inclusion Offer’

Inclusive practice is promoted through the Inclusion team and wider Senior Leadership team, comprising of:

- CEO
- Trust Board (with a Trustee responsible for SEND & Inclusion)
- Head Teacher
- Deputy Head Teacher/ Assistant Head Teacher & SENDCo / Senior Leadership Team
- Director of Inclusion & SEND resources
- Attendance & Welfare Officer
- Early Intervention / Learning & Behaviour Mentor
- All other staff who contribute as needed

3. Arrangements for co-ordinating provision

Additionally resourced provision is coordinated through:

- recruiting staff and trust board members who are representatives of the academy and local community
- twice yearly Unit admission meetings with the Local Authority and key stakeholders
- established systems and structures within the academy and Trust to enable us to support all pupils and their individual needs

4. Identification, assessment and provision

At Pennyman Primary Academy we have protocols and policies in place to identify groups of children who may be considered ‘vulnerable’ in regards they are at risk of marginalisation, exclusion or underachievement. They include:

- Special Educational Needs & Disability
- Family support (i.e. those children from families experiencing difficulties or who are 'LAC' or living with carers/extended family members)
- Social & Emotional needs / Mental Health
- Children at risk of underachievement due to behaviour
- More able & talented
- Free School Meals
- EAL
- Attendance/Punctuality concerns
- Additional/other groups whose progress or position against national standards is causing concern at any given time
- Medical needs and prolonged periods of absence through hospitalisation

Identification – a graduated response

Children are tracked closely using whole school and specialist SEN tracking systems; those children considered vulnerable are identified. The SENDCo maintains a register of children with special educational needs and adopts a graduated response (Diary child; SEN Support, EHCP). Additionally, at every assessment point, pupil trackers are used to identify where other groups/individuals are causing concern in terms of progress and/or achievement. This model allows a transitory approach to the targeting of interventions both integral to, and additional to, class lessons.

Pupil voice is an important aspect of Academy practice and regular opportunities are given to gain an insight into pupil views and opinions. This takes the form of:

- Pupil reviews (child contributes during meeting)
- Feedback questionnaires (Pupil views form)
- Circle time
- Academy Council / Junior Leadership team
- Friendship groups
- PSA / Learning Mentor (groups and individual work)
- Trust counsellor

Assessment

We have a continuous process of assessment ensuring children are challenged appropriately and achieve as well as they can. Vulnerable learners are tracked termly as part of pupil progress meetings and IEP reviews (where applicable). Close monitoring is undertaken by the Inclusion team which enables all vulnerable children to be monitored, with support targeted as and when required.

In Nursery/EYFS the Development Matters assessment tool is used to monitor key areas of early childhood development. Where there are concerns regarding a child's development, or if significant delays are noted, appropriate professional support is sought. **Note:** Pennyman Nursery children with additional needs must follow the same referral route for Unit places as non-Pennyman children. Children with SEND who have been placed in Nursery on assessment via the Pennyman Unit Panel are not guaranteed a Reception place. Referrals and waiting lists are maintained by Middlesbrough Local Authority 0-25 SEND Team; Local Authority holds admission Panel meetings for specialist places at key points in the academic year.

SEND Provision - whole school (mainstream)

Provision guidance based on pupil outcomes is provided to teaching staff and is led by the SENDCo for Mainstream provision. Associated plans such as IEP's and SEN Support Plans are monitored closely by the SEND Inclusion team, through Key Stage pupil progress monitoring. Intervention practices follow a

graduated response and take a positive approach to tackling under-achievement, viewing difficulties as differences in learning styles, to be accommodated and facilitated within teaching strategies, rather than perceived as a barrier to progress.

Strategies include:

- Quality First Teaching
- Adult support in classrooms
- Differentiated teaching to promote choice and independence in learning
- Mentoring/friendship groups
- Extended school activities
- Commissioning of external professionals to engage targeted pupils
- Family support, with clear referral routes and easy access to targeted and specialist services
- Subject specific external moderation and Peer reviews
- Peer moderation and collaboration across the TVEd Trust

SEND Provision – Additionally resourced Unit

Pennyman has a 55 place designated Unit provision. This is led by the Assistant Head Teacher for SEND. Fifty additionally resourced places meet the needs of children in Reception to Year 6, with nine additional assessment Nursery places operating over five morning sessions. (Equates to 6 full time equivalent places) Entry into the Unit, across all phases, is decided by a placement panel chaired by Middlesbrough LA; places are only offered providing a child meets the necessary admission criteria. As Pennyman Academy is located in the Borough of Middlesbrough, the LA is responsible for commissioning places. It is important to note that Pennyman mainstream pupils must follow the same LA referral route for access to Unit provision.

The major criterion for admission into the specialist Unit provision is that the pupil must have a physical disability and/or medical condition as one of their primary complex needs. In addition, some pupils may have other co-associated needs affecting cognition or their ability to interact with others e.g. specific learning or moderate learning delay, speech, communication, interaction and/or sensory difficulties. Specialist Unit places are only allocated in consultation with Local Authorities and accessed through official place panel meetings.

The curriculum offered to children accessing specialist unit provision, is delivered in small groups; specialist teaching is greatly enhanced with extra adult support across all five discrete classes, using a stage of development not age model. When a child is placed in the unit, it allows our specialist teams to take a whole child approach to multiple learning styles and development pathways. All teaching and learning staff consider the learning environment from the perspective of the child, and seek new ways to provide them with choice, dignity, independence and self-esteem through the design and layout of our learning environment.

The resourced unit allows us to take a whole school approach to multiple learning styles and needs. Using a 'developmental stage not age' model, children placed in the discrete classes will often be at different chronological ages, but will be working at similar levels cognitively. Unit placed children will follow a Formal, Semi-Formal or Informal curriculum. Through rigorous assessment, where there is consistent progress being made and staff can evidence this, there are opportunities which allow some unit-based children to work alongside their mainstream peers in a certain subject area. All teaching and learning staff consider the learning environment from the perspective of the child, and seek new ways to provide them with choice, dignity, independence and self-esteem through the design and layout of our learning environment.

For children with physical / complex medical needs, we have a fully accessible school site and resources which enable them to access the curriculum e.g. ancillary aids, assistive technology, adapted desks, chairs, writing slope and specialist software programmes. An onsite Therapy Suite allows health practitioners to

provide Physiotherapy and Occupational Therapy. A large wet room with ceiling track hoist ensures children's hygiene needs are met. Portable specialist equipment (hoist) allows staff to offer a fully inclusive curriculum during educational visits. There are 3 specialist care/medical rooms. Outside areas have been adapted to ensure full all ability access.

A purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment. All of our equipment has been carefully chosen to enhance the curriculum and allow the child to interact using a range of resources, such as bubble tubes, wall panels, fibre optics, sensory lighting, projection and wi-fi controllers.

In Lower School there is a soft play area which is used for Early Years and Key Stage 1 pupils to promote and develop positive play and interaction.

Medical and health care support

Pennyman Primary Academy employs care support staff to provide general first aid, lifting/handling through to more complex medical care, i.e. tracheostomy care, stoma care and catheterisation. Children attending the academy unit provision who have medical and/or physical needs would have their main healthcare support delivered by the care support team, in addition to other academy support staff when required. All healthcare support within the academy is overseen by a lead Medical and Learning assistant.

For children attending the academy with a known medical need, and details of the medical conditions(s) are confirmed in written form by a medical practitioner, the academy will work with parents and other stakeholders to produce an Individual Health Care plan. The plan will be used to inform those working with your child of their needs within school, how their condition affects them on a daily basis, if they are taking medication and any restrictions imposed upon them.

LA Transport

For children arriving to the academy via LA Transport, each LA Transport team asks schools to complete a detailed Transport referral and risk assessment; this provides the team with all of the necessary medical information that will help them to safeguard the child and bus escorts during the journey. LA Transport will not be instigated without this information and must be received 5 working days before transport can commence. Each Local Authority has its own Transport policy – see Local Offer website for details.

Extended Schools

At Pennyman there is a range of clubs and activities for all pupils: - Spanish, Sign language, Choir, Dance club, Art club and a range of sport clubs, including yoga, athletics and Boccia. All key stages enjoy termly educational visits to local areas of interest, linked to class topic work. Our Breakfast Club is very popular and offers a healthy breakfast to almost 100 pupils each school day. We have guided reading sessions, Lexia Learning, craft table and i-pads before the start of each school day. During the February, Easter and Summer breaks a range of activities take place totaling 4 weeks' of activity clubs on the academy site, all offered at a subsidised rate to parents/carers. This ensures provision is affordable and accessible to all who wish to participate.

5. Funding of specialist provision

The specialist Unit provision at Pennyman Primary Academy is funded by Middles bough Local Authority, through a sustainable funding model. In exceptional circumstances, additional funding can be applied for directly to the child's respective Local Authority, depending on the individual needs of the child. Some children accessing the specialist unit provision will also qualify for Pupil Premium Funding. Please refer to the academy website for further details of the breakdown of this spending. The Academy SEND Admissions Policy describes high needs funding arrangements in greater detail.

6. Monitoring

We have adopted a whole school approach to support children's needs, using a range of strategies which are regularly reviewed. The Trust Board, senior leaders and the Inclusion Team meet regularly to track progress and review the effectiveness of school procedures. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself (see school website for 3 year Accessibility Plan). Access arrangements are sought for pupils with special educational needs for end of Key Stage 2 tests, in accordance with DfE guidance.

The special educational needs of the great majority of pupils should be met effectively within mainstream settings without the LA needing to make an Education, Health and Care (EHC) Needs Assessment. We follow a Graduated Response, which supports the academy in deciding whether a child should be placed on SEN support, or whether, after the collection of evidence, an EHC assessment may be required. Within the Graduated Response, there are four stages, cause for concerns, diary child, SEN support and EHCP.

Teachers review and update the document and targets, with support from the SENDCo on a termly basis. The targets are generated through close liaison between parents, pupils, school and other agencies. Pupil progress and concerns about vulnerable pupils/groups are relayed to staff by Key Stage leaders where future and past actions are discussed against data and other measures. This information forms the basis of next steps in relation to vulnerable groups.

All pupils who are SEND registered, or those who may require an EHC assessment, have a SEN Support Plan. We are aware of, and responsive to, the needs of our GDS and gifted and talented children and the Inclusion team is also responsible for this strand (refer to the Graduated Response document on academy website).

Teaching staff monitoring pupil behaviour will liaise with the SENDCo and PSA/learning mentor and Behaviour support TAs; concerns are shared and the required actions to address those concerns are put in place. This could include: one to one meetings with parents, individual or small group mentor work with child(ren), ELSA sessions, trauma informed practice support sessions, Individual Behaviour Plan (IBPs), resilience sessions with the Educational Psychologist and a home/school behaviour chart. All children are expected to follow the Academy Behaviour Policy.

All staff receive annual in-service CPD on Safeguarding, led by the Safeguarding Lead. All relevant documentation relating to Safeguarding is located on a centrally held system. All staff are expected to record any concerns on CPOMS, which automatically alerts concerns to members of the senior leadership team. Monitoring reviews undertaken by an external moderator take place termly in school; they cover several key strands, including: Inclusion, SEND, Vulnerable Learners and Welfare & Safeguarding.

Additionally resourced provision

Pennyman Primary Academy is proud of the range of specialist provision offered to those children who have complex needs. Here are some examples of our provision:

Soft Play area



Wet Room adjacent to Sensory Room



3 x Healthcare / Changing rooms



Large sensory / therapy room



The flowchart below illustrates the 3 strands of need covered within the Inclusion team area of responsibility. This is the full range of provision on offer at Pennyman Primary Academy, and the professionals involved in delivering services and therapies to some of our children and families:

INCLUSION & WELFARE TEAM

AHT SENDCo / SEND Business Manager /
Welfare & Attendance Officer
Safeguarding vulnerable Learners

Physical
Medical
Sensory

Physiotherapy &
Occupational Therapy (1 day)
delivered on-site in Therapy
Suite

Sensory Room / Soft Play

Health Care provision
(permanent on site)

Personal care / changing
facilities

Hydro Pool sessions (off-site)

Wheelchair Clinic (annual)

Tree Tops Sensory Therapists

Dietician

Specialist Health intervention
(Urology, Continence,
Epilepsy, Diabetes)

STARS (formerley HI & VI)
(termly review)

Cognition &
Learning
Communication &
Interaction

Five additionally
resourced classes
(Nursery/ Reception
(EYFS), Y1/2, Y3/4,
Y5/6) providing small
group teaching

Educational
Psychologist

Speech & Language
Therapy

Learning & Language
Team

Beverley Outreach
(ASD)

Discovery
Outreach (SLD)

Social, Emotional &
Behaviour
Welfare

PSA / Behaviour
Mentor

Specialist Behaviour
TAs

Educational
Psychologist

Resilience
programme

Family Support Team

Positive Handling
(certified trainers)

Holmwood Outreach
(SEMH)

Trust Counsellor

Note: Some of the provisions above are funded through a LA high needs 'Top-Up' which is provision mapped and linked directly to the needs outlined in the child's EHCP or SEN Support Plan.

7. Parental liaison

We recognise the impact parenting has on the development of children throughout school life. We value the positive role and contribution parents can make to the education of their child(ren). We work in partnership with parents, ensuring mutual trust and respect. Parents are encouraged to come into school

and discuss concerns with the class teacher, AHT/SENDCo, SEND Manager, Welfare Officer, PSA or Head of Academy.

For parents / carers, we provide:

- Parenting and nurture programmes
- Stay and share sessions
- Parents evenings
- Open afternoons (twice a year)
- Whole family learning programmes to help empower parents so they can support the needs of their families
- Advice and guidance to signpost parents to courses in the local area
- A heavily subsidised breakfast club and a range of after-school clubs run on academy premises
- Open days in school to allow parents to engage in their child's learning, including access to phonics teaching in EYFS
- Literature and advice on display on the front office
- Class Dojo – a downloadable app that allows the parent to view their child's class input which is sent directly from the teacher. This is used for other important communication.
- Home to school communication diary (for transported pupils)
- Email and phone contact
- Facebook, Twitter and newsfeed on academy website
- Half termly parents newsletter
- Links to each LA 'Local Offer' and signposting to other services

The Academy keeps parents informed and involved in academy life and actively seeks their views. This allows us to listen to suggestions on ways in which we can enhance our provision and ensures we keep in regular contact with parents of children who receive home to school transport. Parental questionnaires are sent out annually and all comments and suggestions are reviewed by the academy SLT.

8. Access to the curriculum – vulnerable learners

Staff receive training and strategies from a range of professionals to support the inclusion of all learners and the promotion of Quality First Teaching.

With parental consent, the academy can signpost children and families to the following professionals & practitioners:-

- Educational Psychologist (both Local Authority and commissioned independent EP)
- Learning & Language Team (commissioned service)
- Counsellor (employed across TVEd Trust)
- Specialist counselling e.g. Bereavement, Art therapy (NHS or Charity via referral)
- Physiotherapist / Physiotherapy Assistant (NHS)
- Speech & Language Therapist (NHS)
- Occupational Therapist (NHS)
- Locality School Nurse and Health Visitors (NHS)
- Healthcare support (employed across TVEd trust)
- Service for children with Hearing Impairment (Local Authority)
- Service for children with Visual Impairment (Local Authority)
- Family Support Team / Inclusion Support Officer (Local Authority)

- Outreach support from specialist teachers for Autism (Beverley School); Profound/Multiple learning difficulties (Priory Woods School) and Emotional/Social difficulties (Holmwood School).
- Tree Tops Occupational Therapy [sensory processing disorders etc...] (commissioned service)

Through appropriate curricular provision, we recognise that our children:

- have individual education and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children have an entitlement to a broad and balanced curriculum offer, either through a Formal, Semi-Formal or Informal curriculum pathway. This offer enables children to both understand the relevance and purpose of learning as well as experience levels of understanding and rates of progress that brings feelings of success and achievement. Wherever possible, children are not withdrawn from the classroom, however, there are times when to maximise learning, children may work in small groups or in a one to one situation.

9. CPD

All staff regularly access appropriate training, advice and resources to ensure that they are able to work in and contribute to the ongoing process of developing inclusive practice in school. The SENDCo and other subject leaders lead training and arrange CPD by other appropriate professionals to facilitate access to new initiatives and programmes.

10. Health & Safety and Training

The Academy site is fully accessible; it is a single storey site with ramps, disabled toilet(s) and washing facilities. Access arrangements are reviewed regularly and are available to download from the academy website (3 year Accessibility Plan). All visitors to the academy must report to reception and wear ID badges for the duration of their visit, signing out upon departure. All staff and children who require special assistance during emergency evacuation are included in the academy Personal Emergency Evacuation Plan (PEEP). Routine fire and emergency evacuation exercises are held each term. Visitors working directly with children must produce a valid Disclosure & Barring Certificate to Office staff.

All teaching and learning staff have received positive handling training. A core group of TVE staff are qualified positive handling trainers, and this service is available to schools and other education service providers on a commissioned basis. In addition to this, adults responsible for moving & handling children receive tri-annual safe moving & handling training. TVE can provide a bespoke training package in safe moving & handling to schools and other organisations. Further details on all TVE training courses can be obtained from www.teesvalleyeducation.co.uk

Staff receive specialist inset in relation to the administration of rescue medication e.g. anaphylaxis (Epi-Pen), Buccal medication (Epilepsy) and Diabetes awareness training. Support staff have received training in relation to safe eating / swallowing techniques to safely assist children with a known choking risk.

11. Links with other schools & Outreach / inreach support

At Pennyman Primary Academy we work closely with all Secondary and Special schools to enable a seamless transition. For some vulnerable learners, this process begins in Year 5 (as recommended in the Code of Practice). The Inclusion Team work closely with parents to encourage them to make the most appropriate choice of school for their child(ren), and encourages ongoing dialogue between the Local Authority and parents to ensure a seamless transition takes place. Where necessary, we can support secondary transition sessions in the chosen secondary school in the summer term before the child leaves.

We maintain close links with our TVEd Trust partner academies and hold regular focused SEND meetings to share best practice.

For those students who require more specialist support and inreach, we work in partnership with staff at local special schools and mainstream schools with additionally resourced provision.

The SEND Inclusion team offers a range of support packages to other schools at a chargeable SLE rate (full or ½ day). Support ranges from Outreach Support, peer support, site accessibility surveys and effective commissioning / use of resources. Further details on the full package of support and courses available to schools can be obtained from the Academy SEND Inclusion Team.

12. Links with other agencies

We have a multi-agency approach to working; we engage a range of professionals in supporting all aspects of children's needs. In addition to those services who work regularly in the academy (see sections 6 & 8), we also have clear referral routes to external agencies. Services include: - Sensory Impaired Service (HI & VI), Social Care, CAMHS, Families Talking, Forget me Not, Barnado's/Bridgeway, Welfare Support, Housing, Grants & Benefits.

13. Links with charitable organisations

Many of our families benefit from receiving additional support and guidance from charities. Charities operating at both national and local level can offer specially tailored support in relation to the child's particular medical condition and/or illness. Support can vary, but could include family days out, funding for equipment and short breaks. The academy has links with many charitable organisations and the Inclusion Team can signpost parents to a relevant charity upon request. Please also see charities listed under 'Useful Contacts' section.

This document will be reviewed annually by the Senior Leadership Team and Trust Board.

14. Linked policies & documents

Tees Valley Education

SEND admissions and graduated response Policy

Admission Policy & Nursery Admission Policy

Attendance Policy

Safeguarding Policy

Behaviour Policy

Equality Policy & Equality objectives

Accessibility Plan

Health & Safety Policy

Personal Emergency Evacuation Plan (P.E.E.P) Guidance

Supporting children with medical needs & life threatening illness Policy

Intimate Care policy

Pupil Premium Grant policy

Other policies and guidance documents

DfE – Supporting pupils at school with medical conditions (December 2015)

DfE SEND Code of Practice (2014)

DfE School Admissions Code (2014)

Children & Families Bill (2013)

DfE – Keeping Children Safe in Education 2020

15. How to contact us



Pennyman Primary Academy, Fulbeck Road, Ormesby, Middlesbrough, TS3 0QS T: 01642 314750
www.pennyman.teesvalleyeducation.co.uk email: pennyman@teesvalleyeducation.co.uk

16. Other useful contacts & information

Local Offer

The Local Offer website provides information and advice about the services for children with special educational needs and disabilities (SEND) and their families living in Middlesbrough, Redcar and Cleveland or Stockton. Follow the link below to access each LA Local Offer homepage.



<http://search3.openobjects.com/kb5/redcar/directory/localoffer.page>

<http://search3.openobjects.com/kb5/middlesbrough/fsd/home.page>

www.stockton.gov.uk/localoffer

Local Authority & Health Authority contacts

| | |
|--|---------------------|
| Middlesbrough Council Children with Disabilities Team | 01642 579161 |
| Redcar & Cleveland Council Children with Disabilities Team | 01642 304500 |
| Middlesbrough LA 0-25 SEN Team | 01642 201828 |
| Redcar & Cleveland LA 0-25 SEN Team | 01642 304511 |
| Stockton LA 0-25 SEN Team | 01642 524813 |
| Middlesbrough Transport Team | 01642 353447 |
| Redcar Transport Team | 01642 776906 |
| Stockton Transport Team | 01642 524498 |
| SENDIASS Middlesbrough (MAIN) | 608012 07939 152653 |
| SENDIASS Redcar & Cleveland | 01642 759073 |
| The Cleveland Child Assessment Unit | 01642 854288 |
| STARS (formerly HI & VI Service) | 01642 354353 |
| Middlesbrough Welfare Rights Service | 01642 729242 |
| Redcar & Cleveland Welfare Rights Service | 01642 771166 |
| Physiotherapy / Occupational Therapy Service | 01642 944506 |
| Speech & Language Therapy Service | 01642 944488 |

Charities & support organisations

| | |
|---|-----------------------|
| South Tees MACH – Multi agency hub (all Tees areas) | 01642 130700 |
| Welfare Rights – Middlesbrough | 01642 729242 / 729985 |
| Welfare Rights – Redcar | 01642 771166 |
| CAMHS – South Tees (including Crisis line) | 0300 013 2000 |
| Middlesbrough Food Bank | 07954 131337 |
| Redcar Food Bank | 01642484842 ext 203 |
| In Control | 01564 821650 |
| Contact a Family | 0808 808 3555 |
| Whizz Kidz | 01642 276251 |
| Jack in the Box (R&C) | 01642 384091 |
| Council for Disabled Children | 0207 843 1900 |
| The Parents Carers Alliance (R&C) | www.TPACA.co.uk |
| Parents 4 Change (Middlesbrough) | 01642 200526 |
| MAIN Project (Autism support) | 01642 608012 |
| SCOPE | 0808 800 3333 |
| Mencap | 0808 808 1111 |
| Disability Rights UK | 0800 328 5050 |
| Family Action | 020 72546251 |
| MIND (Mental Health) | 020 8519 2122 |
| Barnado's (North East) | 0191 240 4801 |
| Forget Me Not (Teesside Hospice Child Bereavement) | 01642 811063 |
| I-Can (Children's Communication) | 020 7843 2544 |

Glossary of abbreviations

| | |
|-----------|---|
| ASD: | Autism Spectrum Disorder |
| ADD/ADHD: | Attention Deficit Hyperactivity Disorder |
| BS: | Behaviour Support |
| CAF: | Common Assessment Framework |
| CAMHS: | Child and Adolescent Mental Health Services |
| CLDD: | Complex Learning Difficulties & Disabilities |
| CWD: | Children with a Disability |
| CCG: | Clinical Commissioning Groups |
| DFE: | Department for Education |
| EHCP: | Education, Health & Care Plan |
| EP: | Educational Psychologist |
| EWO: | Education Welfare Officer |
| HI: | Hearing Impairment |
| HNF: | High Needs Funding |
| LAC: | Looked After Child |
| LA: | Local Authority |
| LS: | Learning Support |
| MLD: | Moderate Learning Difficulty |
| MSI: | Multi-sensory impairment |
| ODD: | Oppositional Defiance Disorder |
| OT: | Occupational Therapy/Therapist |
| PD: | Physical Disability |
| PDD: | Pervasive Development Disorder |
| PMLD: | Profound and Multiple Learning Difficulties |
| PR: | Parental Responsibility |
| PT: | Physiotherapy/Physiotherapist |
| SALT/SLT: | Speech & Language Therapy/Therapist |
| SENDCo: | Special Educational Needs and Disability Co-ordinator |
| SEND | Special Educational Needs and Disabilities |
| SLCN: | Speech, Language & Communication Needs |
| SLD: | Severe Learning Difficulties |
| SpLD: | Specific Learning Difficulties (Dyslexia/Dyscalculia) |
| TA: | Teaching Assistant |
| TAF: | Team Around the Family |
| VI: | Visual Impairment |