

# Huntcliff School



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## SEND INFORMATION REPORT

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Date of Next Review: September 2026

Responsible Officer: SENDCo

### DOCUMENT CONTROL

Review Date	Reviewer	Adopted	Implementation
August 2022	Miss A O'Shaughnessy	22.9.22	September 2022
September 2023	Miss A O'Shaughnessy	21.9.23	September 2023
September 2024	Mr C Nicholson	26.9.24	September 2024
September 2025	Mr C Nicholson		September 2025



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### **Huntcliff School's Approach to Supporting Students with SEND**

Huntcliff SEND information report outlines how we implement our SEND policy and provide inclusive support our children and young people with SEND. It is written in line with the recommendations of the Code of Practice (2014) and outlines the provision available for children with SEND at Huntcliff school.

Our report outlines the provision available for children/young people with SEND at Huntcliff school and is written as part of Redcar and Cleveland Borough Council's Local Offer for children and young people with Special Educational Needs.

Huntcliff School is an inclusive school where we have your child at the centre of all that we do. We welcome all students and recognise that every child is individual and all students are entitled to a quality of provision that will enable them to be happy, stay safe and achieve their true potential both academically and in preparing for adulthood.

We have high aspirations for academic progress and the development for adulthood for all our students providing constant opportunities to experience success, praise, recognition.

We believe in inclusion and positive intervention, removing barriers to learning, raising expectations and levels of achievement and progress and we work closely in partnership with other agencies to provide a positive educational experience for all our students including those with a special educational need or disability.

We aim to provide the inclusive support to enable our students in developing confidence, independence, resilience and skills for life to enable them to develop the characteristics to achieve their full potential and be happy, successful and inspiring young people both within our school community and in their adult life.

Huntcliff School has an accessibility policy as related to paragraph 3 of schedule 10 to the Equality Act 2010 which supports the admission of disabled pupils.

On admission if you would like to discuss your child's SEND requirements in detail please contact the school to arrange an appointment.

The school website encompasses our school SEND information report that includes the Local Offer of support for children and young people with SEND or disabilities in relation to the Redcar and Cleveland Local Authority Local Offer.

[People's Information Network | SEN and Disability \(openobjects.com\)](https://openobjects.com)

[SEND support | Redcar and Cleveland \(redcar-cleveland.gov.uk\)](https://redcar-cleveland.gov.uk)



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## Compliance

The SEND Information Report, SEND policy and SEND section of the Huntcliff School website have been written to comply with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of practice, 0-25 guidance. Information throughout this report is in reference to 'section 69 of the Children and Families Act 2014', section 6 of the Special Educational needs and disability code of practice: 0 – 25 years, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The DFE statutory guidelines can be found in the document entitled: SEND Code of practice: 0-25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Special Educational Needs at Huntcliff

As a mainstream school we have high aspirations for all are students, including those with SEND. We offer all students equal access to the broad and balanced National Curriculum whilst acknowledging that particular groups of students have needs and circumstances that will require reasonable adjustments and considerations to try and remove barriers to learning and support them academically and in preparing for adulthood.

All students are treated equally and fully included with access to high-quality first teaching in mainstream lessons and the opportunities to access trips, visits and wider additional enrichment activities.

There are four broad areas of SEND need, of which we support all, at Huntcliff, these are:

- **Communication and Interaction**  
This area of need includes children with Autism Spectrum Condition (across the range of the spectrum) and those with speech, language and communication Needs.
- **Cognition and Learning**  
This includes children with Specific Learning Difficulties, learning difficulties relating to literacy and numeracy, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Mental Health Difficulties**  
This includes any Students who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties**  
This area includes children with specific OT needs, sensory processing needs, hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Huntcliff School has required access for all children. It has ramp access to areas of the school and a lift to access the first and second floor corridors. There are Inclusive toilets positioned throughout the school and a medical room located at main reception.

Where possible LSA support is allocated with regard to supporting a child's individual needs for access to the site.

An EVAC chair is available at strategic points throughout the school.



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Key staff are involved with writing health care plans and risk assessments in conjunction with parents/carers, students and professionals.

Students can access Inclusion during social times which provides a small group environment for those that are anxious about busy break and lunchtimes.

In order to review SEND provision and make progress Huntcliff School encourages feedback from staff, parents and students throughout the year. This is completed through students reviews, parents evening, parent tours and data analysis. Student progress is monitored throughout the year and timely and appropriate interventions put in place as needed.

Students identified as requiring SEN support will where appropriate, be supported by an LSA. We ensure staff know and understand the needs of students and that they are able to access and thrive through learning in a broad and balanced curriculum.

### **Identification and Assessment of Students with SEND**

Our aim at Huntcliff School is to identify the needs of our students and offer additional support to ensure they have the correct support provision in place.

The school has a clear referral process in place using the Graduated Approach (Assess, Plan, Do, Review). This is accessible to all staff following any concerns that they, or parents/carers may have. If there are further concerns about a child's support needs that require more specialist support. This can be referred to the SENDCo and support team. Your child may also need support in school from a professional service from outside the school.

Identification of needs forms part of the ongoing assessment and monitoring process and can be through a variety of means.

- Assessments in the classroom in all subjects.
- Teacher monitoring in the classroom can lead to the identification of difficulties.
- Baseline assessments including CAT testing, reading and spelling assessments.
- Data capture regularly throughout the school year which is analysed by key staff e.g. SLT, SENDCo and subject leaders which can lead to identification of any additional support needs or the need for additional professional assessments e.g. Lucid, SEDAL, EP, OT.
- Referral to the SENDCo and Inclusion team for additional investigation of needs to determine if further assessments are required.
- Information from student, parents/carers.
- Securing further assessments from professionals to provide additional identification of need and offer recommendations of further support strategies for the student, home and school.

Specialist Individual support is sometimes required and this usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the LA as needing a particularly high level of individual or small group teaching which cannot be provided from the notional budget available to the school alone.



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If you have any concerns regarding your child's needs, please contact their tutor who will be able to discuss your concerns and will signpost you to the most appropriate person to support you which, depending on the nature of the concern, may be the Pastoral Manager or Subject Leaders.

Please remember that a parent/carer, teacher or any other educational professional at Huntcliff School, plus of course any child/young person can request further SEND assessments if they feel there are additional needs that require further support.

Should you wish to refer a child to our SENDCO for a SEND assessment then please contact us. Time will be taken to discuss your child's needs and your main concerns and information will be gathered for teachers, tutors and Pastoral managers to ensure the correct assessment (and professional agencies as required) is accessed.

### **Consulting with Students, Parents and Carers**

At Huntcliff we welcome working in partnership with parents/carers in support of our students to ensure full involvement in all aspects of their Child's education and support.

We have in place the following to ensure we offer the best support:

- In discussion with parents/carers students with SEND can be placed on or off the SEND register as felt appropriate.
- Annual reviews are held for students with an Education Health and Care Plan (EHCP) and include the student, parents/carers, professionals, SENDCO, key school staff. This is in line with the 'SEND Code of Practice'.
- Reviews of students SEND support plans take place three times in the academic year with input from class teachers, students and parents/carers to ensure appropriate support is in place to support learning.
- Students are at the centre of all discussions and 'their views' are always included and gathered through a variety of ways.
- Multi-agency meetings are held as and when appropriate.
- Parent/carers have contact through a variety of means including: phone calls, emails, termly SEND support review meetings, Class Charts, additional meetings with key staff if required, parent/carer evenings and open evenings to meet teachers and support staff.
- Regular progress updates through reports are sent home throughout the school year.

### **Supporting Students with SEND at Huntcliff**

Outlined in our SEND school policy we clearly identify the roles and responsibilities for all staff, leaders and governors with regard to the expectations of everyone working together to support the needs of our individual students to ensure they achieve the best possible outcomes academically and in their preparation for adulthood.

Progress of all students is assessed regularly to ensure students are being fully supported to achieve their agreed outcomes.



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There is additional support for students through the pastoral team which includes: Pastoral managers, tutors, mentors, additional external agency support workers.

Bespoke intervention plans are developed to support a student's progress towards outcomes, academically, pastorally and emotionally to ensure there is additional support for a child's individual needs.

### **Transition support**

We believe that a smooth, well planned and supported transition for our students is fundamental to their transition between key phases be that into Year 7, into Year 10 and their post - 16 provision.

Transition into Huntcliff is a collaborative process with information being shared by parents/carers, the student, professionals and previous schools. Information is shared in a variety of ways:

- SENDCo, Pastoral Manager, SEND support staff can attend EHCP annual review meetings and visits with the feeder schools.
- Key staff will visit feeder schools to meet with staff, students and will arrange additional meetings with parents/carers and schools if required.
- Parents/carers can attend the Year 6 Open Evening at Huntcliff usually held early in the Autumn Term where they will be able to gather information from key leaders, tour the school and speak to the SENDCo/SEND support team.
- Data is shared between schools and phases.
- Additional enhanced transition days are offered to students who require this.
- Information provided by parents/carers, schools and professionals is used to create one page profiles to share key information and strategies with staff for the delivery of quality first teaching strategies meeting the needs of the individual students.
- For Year 9 transitions parents/carers and students will be invited into discuss options with tutors, Pastoral managers, teachers, SENDCo and attend the options evenings to enable discussions to ensure we provide the correct Key Stage 4 curriculum pathway for the individual child.
- At all key transition phases discussions are held as part of the EHCP annual review and send support meetings with students, parent/carers, SENDCo, key professionals, teachers, Local Authority, post 16 providers, careers advisers to ensure students have the correct support and can have a smooth transition to their next phase in support of both their academic courses and their preparation for adulthood.
- All students are provided with the opportunity to undertake work experience placements in Year 10.



## **Approach to teaching SEND students**

Huntcliff is a mainstream school and follows the National Curriculum with high aspirations for all its students. All students access the full curriculum and are taught in mainstream classes with reasonable adjustments provided, if required, through high-quality first teaching, specifically identified teaching strategies and where required the additional support from learning support assistants.

Departments are responsible for their curriculum planning and teaching staff adapt their teaching strategies to support the needs of the individual students in their class.

Additional enhanced intervention support programmes may be required by some students and this is delivered by trained staff. These may include, but are not limited to: support for numeracy, literacy, specific subject/ curriculum support, preparing for adulthood, social and emotional well-being, social integration support. These are monitored regularly and outcomes evaluated.

All staff have opportunities to access regular CPD in support of developing their good practice and knowledge and skills in supporting Special Educational Needs in the classroom.

## **Adaptations to the Curriculum and Learning Environment**

Lessons are planned using strategies advised that support a student's way of learning and scaffolded to enable them to achieve their full potential.

Teachers and teaching assistants all have access to data and additional information and support strategy guidance for SEND students through their support plans.

The school makes reasonable adjustments according to meeting the needs of individual students and ensures that facilities are provided to meet the need of students with more complex needs.

Reports and assessments from external professionals are used to provide additional guidance on support strategies and resources for a student if required. This may also include a bespoke intervention programme (e.g. Lexonik), additional physical resources, small group/targeted support and teaching assistant support.



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### **Accessibility of the School Environment**

A copy of the 'Accessibility Policy' can be found in our policies section of the school website.

Huntcliff school site is a small site and has the required access for all children to ensure that all students are fully included in all aspects of the school community. It has ramp access to all areas of the school and a lift to access the first and second floor.

There are inclusive toilets across the school site and a medical room located at main reception.

Where possible LSA support is allocated with regard to supporting a child's individual needs for access to the site.

Evac Chairs are positioned in key locations across the school site.

Key staff are involved in the writing of health care plans and risk assessments in conjunction with parents/carers, students, professionals.

Professionals working with children through the medical services support school staff with training in order to work together and better support a child's needs.

All students are offered the opportunity to attend visits, trips and wider curriculum activities with the support required provided to ensure that students specific needs are supported through reasonable adjustments enabling them to have access to the same opportunities as their peers. Parents/carers are consulted to discuss any specific arrangements that may need to be put in place.

### **Ensuring Support Provision and Evaluating the Impact for SEND Students**

The progress of all students is monitored throughout the school year via various processes including but not limited to: teacher monitoring in class, summative and formative assessment, CAT testing and Reading Age assessments.

Students with an EHCP and who receive SEND support (SEND K), have specific targets set which are monitored throughout the year and reviewed at annual review meetings with parents/carers.

If, through the graduated approach, a need for additional support or provision is identified this will be begin for a student and may only be required for a short time until a child's progress is in line with their expected progress.

If there is the identification of additional special educational needs where longer-term support may be required the decisions as to the type and amount of provision required by a student will be based on evidence gathered by school as part of the graduated response process in addition to any external professional assessments.



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The determination of provision will involve discussions with the parents/carers to identify the priority area of support need in addition to discussions with teachers, teaching assistants and external professionals (sought with permission of parents/carers).

Provision may involve but is not limited to: short term programmes of work for a specific area of need, additional resources, access to additional LSA support, mentoring, counselling, specific intervention support for literacy/numeracy, occupational therapy, physiotherapy and exam access arrangements. These provisions may be delivered through school or with the support of external professional agencies.

### **Inclusivity of students with SEND in Activities**

Huntcliff offers all students (with and without SEND) the opportunity to access a wide range of wider curriculum activities in addition to all trips and visits.

We provide support through practical assistance in and out of the classroom, in addition to but not limited to: assistive technologies such as reader pens, laptops, hearing equipment, visual aids, sensory support aids, specialist equipment to ensure all students can have equivalent learning experiences.

We work closely with professionals including from health (such as occupational therapists and physiotherapists), to ensure we provide a programme that is suitable to meet the needs of an individual child.

We actively encourage students to attend our wider curriculum clubs before, during and after school to provide additional support if required for a child to attend a club.

We offer additional support before and after school and during social times for students who wish to access a smaller social environment. This can include, but is not limited to: access to music, art, library.

### **Supporting the Emotional and Social Well – being of a young person**

At Huntcliff we have our young people and their well-being at the centre of everything we do.

We support all are students including those with SEND through our highly experienced SEND and Pastoral teams.

Students can receive support through form tutors, pastoral managers, Key workers from the SEND team, mentors in addition to teachers and senior leaders. They access a full PSHE programme that supports life skills development and advice and guidance around supporting their mental health and wellbeing. Students access assemblies which cover topics to provide advice and guidance relating to supporting their mental health and well-being.



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The school works with outside agencies that can provide additional support for students including CAMHS, counselling services, Local Authority SEND teams, Daisy Chain, and Early Help Teams.

As part of an enhanced transition programme some of the most vulnerable Year 6 students were provided with information regarding support services they can access such as 'Kooth'.

The school has clear policies in relation to but not limited to: anti-bullying, on-line safety and mental health and well-being. Students have access to 'safe space' online platform to be able to register any concerns or worries they may have at any time.

#### **Supporting students moving between phases and preparing for adulthood (pfa)**

When having conversations with student, parents/carers as we support them around the areas of independence, skills for life, further education/employment, we will discuss individual needs and their views of their future and how to plan phases as they move forward.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student's which information will be shared as part of this.

We will ensure that students, parents and carers are involved in discussions about their post 16 provision and development of life skills. Support is provided regularly through the school CIAG officer and Youth Directions.

#### **Training for Staff Supporting Students with SEND**

Huntcliff school has a well-planned CPD programme accessible to all staff in support of improving the teaching and learning of all students including those with SEND.

Staff are able to access training courses run by outside agencies in relation to supporting specific needs of students covering a wide diversity of need.

The SENDCo is an Assistant Head Teacher and also a classroom teacher. They are responsible for working with other senior leaders for supporting the class teacher and support staff in planning for progress of students with SEND.



## **External Agencies Support**

External support services can play an important part in helping to identify, assess and make provision for students with special educational needs. To ensure the most appropriate support is provided for a student, the school will, on some occasions, require the involvement of specialist services. These include, but are not limited to:

- Educational Psychology Service.
- CAMHS.
- Integrated Care Board professionals from Health in addition to medical professionals.
- Occupational therapy service.
- Physiotherapy service.
- Speech, language and communication team (SALT).
- Professionals from the Hearing and Visually Impaired Services for assessment, advice and direct involvement with students.
- Youth Directions for careers advice and support for students with SEND, especially 'transition reviews' in Years 9, 11 and sixth form as required.
- The LEA Advisory Service for advice and guidance relating to SEND issues.
- Daisy Chain support for ASD support.
- Counselling services.
- Early Help Team support.
- Specialist assessors for specific learning difficulties and exam access arrangements.

All referrals to outside agency support will be in full consultation with parents and carers.

## **Evaluating the Effectiveness of Provision Provided at Huntcliff**

Classroom teachers provide opportunities to monitor progress constantly and ensure that all students have high – quality teaching to meet their individual needs.

Teacher and tutors are available to discuss a child's progress and there are regular opportunities to attend parents evenings to meet class teacher, tutors and the SENDCo.

Parents/carers contact can be through phone calls, e mails, TEAMS calls and arranged meetings as required.

EHCP annual / interim review meetings are held with the student, parents/carers, the SENDCo, key staff and professionals where progress and required support plans can be reviewed.

Additional opportunities are provided by the SENDCo and support team to meet with parents/carers of students with SEND throughout the year.

The effectiveness of specific interventions is evaluated by assessing progress from baseline and evaluations from students, staff and parents/carers.

Huntcliff always ensure opportunities for sharing student and parent/carers voice.



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The school ensures that success and progress is acknowledged through but not limited to: reward points, certificates.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making and review processes and contribute to the assessment of their needs and their learning journey. They will be fully involved in all discussions and are involved in decisions regarding their educational requirements as they leave school and prepare for adulthood.

Students at the school who are being accommodated, or who have been taken into care, by the Local Authority are legally defined as being 'children in our care' (CIOC) by the Local Authority.

The school has a designated member of staff for coordinating the support for CIOC who works closely with SENDCo when identifying the SEND needs of a young person who is CIOC.

SLT and designated teachers will work closely with the SENDCo to ensure that the implications of a CIOC child and having SEND are fully understood by relevant school staff.

## **Role and Responsibilities in Supporting Students with SEND**

*'Every teacher is responsible and accountable for the progress and development of students in their class, even where children access support from teaching assistants or specialist staff'.*

*The SEND code of practice highlights that quality first teaching tailored to meet individual children's learning needs, is the first step in responding to and supporting student who have or may have SEND needs. The graduated approach of Assess, Plan, Do and Review is used to ensure all children are given the support they need by teachers, support staff and professional agencies (if required).*

### **The Headteacher**

It is the responsibility of the headteacher to:

- have the overall responsibility for the support and provision for SEND across the school;
- ensure that staff are appropriately trained;
- ensure that the resources and finances are deployed effectively.

### **SEND Governor**

The role of the SEND Governor is to:

- regularly monitor the progress of SEND students;
- discuss the SEND provision made for students;
- ensure that the Code of Practice (2014) is complied with.



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### **All teaching Staff**

It is the responsibility of all staff at Huntcliff school to:

- be aware of the needs of all students in their classes through regular review of SEND profile;
- be aware of the gold standards in relation to SEND provision in their classroom and subject area;
- meet the needs of the students through quality first teaching, informed lesson planning and the use of appropriate teaching strategies;
- track and monitor the progress of SEND students in their classes, including intervention planning to support students with their learning;
- work collaboratively with LSAs to combine knowledge and expertise of academic and individual student needs to enable this to be effectively used to deliver the best possible learning opportunities for the benefit of the student;
- attend meetings as required to share best practice and review teaching strategies;
- support the setting of SMART targets and updating of information for student EHCPs and support plans;
- ensure they maintain supportive communication with parents/carers;
- ensure that SENDCo, pastoral, subject and senior leaders are informed of any concerns with regard to students learning difficulties. This is also as part of the graduated response process.

### **SEND Support Team**

At Huntcliff the SEND Team comprises of the Assistant Head Teacher – SENDCo, Inclusion Manager, and team of LSA's.

### **The SENDCo**

It is the responsibility of the SENDCo to:

- Collaborate with the Headteacher to determine the strategic development of the SEND policy and provision in school;
- Oversee the SEND provision across the school to ensure the appropriate provision is delivered through high quality first teaching and specialist programmes;
- Take a leading role in the identification and assessment of SEND need;
- Ensure the school keeps the records of all students with SEND up-to-date, in line with the school's Data Protection Policy;
- Oversee the implementation of provision for students supported by an EHCP. This includes the coordinating and chairing of the Annual Reviews to which the student, parents/carers and relevant professionals are invited;
- Raise awareness of individual needs and general SEND issues and ensure the implementation of the graduated response;
- Overseeing the day-to-day operation of the SEND department and policy;
- Liaising with and advising teachers/teaching assistants, sharing relevant information and strategies to enable students with SEND to achieve their full potential;
- Ensure that support plans are written, regularly updated and shared with staff;



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- Delegate and designate responsibilities to other members of the SEND team as appropriate;
- Liaising with parents/carers, outside agencies, feeder primary schools and post-16 provision; ensure a smooth transition at all stages and be a part of the primary transition planning process as early as possible;
- Contributing to delivery and co-ordination the in-service training of staff through internal and external providers;
- Provide targeted support to individuals or small groups with learning to enable them to access the curriculum (e.g. interventions and mainstream in-class support) and ensure regular review of student progress and the tracking and monitoring of the impact of interventions;
- Support teacher assessment and monitoring through observation and recording and ensuring the assessment of the require exam access arrangements for the individual student's needs across the school;
- Ensure that Headteacher and governing body are kept informed of any developments, changes or concerns regarding the students or SEND provision at the school.

### **Learning Support Assistants**

It is the responsibility of all LSAs to :

- work closely with SENDCO and teachers in providing bespoke support to students as requested either through in class support, small group support, 1:1 support and through TEAMS if necessary;
- support SENDCO to ensure students' needs are regularly reviewed and profiles and support plans are regularly updated;
- work with classroom teachers to share expertise and ensure students are given the opportunity to develop independent learning skills through structured opportunities which provide challenge and support;
- work collaboratively with the teacher in the classroom by circulating to allow teacher to work with a specific student/group of students;
- as required support the teacher in delivering the appropriate resources to support learning;
- as required work with outside agencies to ensure advice and guidance is successfully shared and implemented;
- work closely with students to support wider needs as key workers, mentors;
- continue to access CPD opportunities to develop and share their professional expertise;
- support a student as required to benefit their continued learning and development.



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### Additional Support Provision

At Huntcliff we have our **'Inclusion area'**, which is being developed further as a base for children who may require support for short periods of time from the SENDCo, Inclusion Manager or one of our experienced LSA's.

As the area has LSAs present at break times, students can also access the Inclusion area at social times if they require a quiet time to read; complete homework; or a small space to be with friends. This helps if they are anxious about social times or attending school.

### Arrangements for Dealing with Complaints

We value the relationships we have with parents and carers, however should a concern arise, the school and the Local Authority have a comprehensive complaints policy and procedure that cover most situations. In the unlikely event of the failure of these procedures, parents/carers may have the right of recourse to a Special Needs Tribunal, which deals with complaints relating to the statutory duties of a Local Authority. Details of these procedures may be obtained from the school, the Local Authority or the DfE, as appropriate.

Any complaints made directly to the school will be dealt with in accordance with the Huntcliff School complaints policy. For a copy of the complaints policy please refer to the school website.

### Key Staff

Miss L Wilkinson	Head Teacher	<a href="mailto:enquiries@huntcliff.co.uk">enquiries@huntcliff.co.uk</a>
Mr C Nicholson	SENDCO	<a href="mailto:cnicholson@huntcliff.co.uk">cnicholson@huntcliff.co.uk</a>
Mrs D Collis	Inclusion Manager	<a href="mailto:dcollis@huntcliff.co.uk">dcollis@huntcliff.co.uk</a>

We have highly experienced pastoral and SEND support staff who are also available to support.

Staff can be contacted via the school switchboard or through [enquiries@huntcliff.co.uk](mailto:enquiries@huntcliff.co.uk)



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## **Glossary of Key Terms**

Abbreviation	Meaning
CAMHS	Child and Adolescent Mental Health Services
CIAG	Careers Information Advice and Guidance
CIOC	Child In Our Care
EHA	Early Help Advice
EHCP	Education Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
OT	Occupational Therapy
PfA	Preparing for Adulthood
SALT	Speech and language Therapy
SEND	Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator
LSA	Learning support assistant
TAF	Team Around the Family