



Teignmouth Community School Exeter Road SEND Information Report 2021-2022 (Part of the Devon Local Offer for Learners with SEND)

Scope

Teignmouth Community School Exeter Road (TCS) is a mainstream 11-19 school. At TCS the named SENCO is Justine Housecroft (Associate Principal) supported by the Deputy SENCO, Michelle Milton.

Context

This policy pays due regard to:

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEN: Margaret York

Principal: James O'Connell

Exeter Road SENCO: Justine Housecroft

SENCO Qualifications: SEN National Award (December 2019)

Contact details: justine.housecroft@teignmouthschool.co.uk

Exeter Road Deputy SENCo: Michelle Milton

Contact Details: michelle.milton@teignmouthschool.co.uk

This policy will be reviewed annually

Reviewed: September 2021

Governor reviewed: September 2021

Philosophy

We will provide all pupils and staff with the opportunities to develop and **thrive** as fulfilled members of society. We will **care** and support all to be safe and happy in enriching and exciting environments. We will ensure that all pupils have every chance to achieve the best possible qualifications, skills and knowledge they can in order to **succeed** in their futures.

The Needs of our Pupils

We have students in the school with a wide variety of SEN. These fall into four main categories (SEND Code of Practice 2014, p.86):

- **Communication and Interaction**
 - SLCN – Speech, Language and Communication Needs
 - ASC – Aspergers and Autism
- **Cognition and Learning**
 - MLD – Moderate Learning Difficulties
 - SLD – Severe Learning Difficulties
 - SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health Difficulties**
 - ADD, ADHD or Attachment Disorder.
 - Includes: children experiencing a wide range of social and emotional difficulties. Behaviours presented: withdrawal, isolation, challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as: anxiety, depression, self-harming, substance misuse or eating disorders.
- **Physical or Sensory Needs**
 - Visual Impairment
 - Hearing Impairment
 - MSI – Multi-Sensory Impairment
 - PD – Physical Disability

Identification and Assessment of Special Educational Needs

At different times throughout a young person's school career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

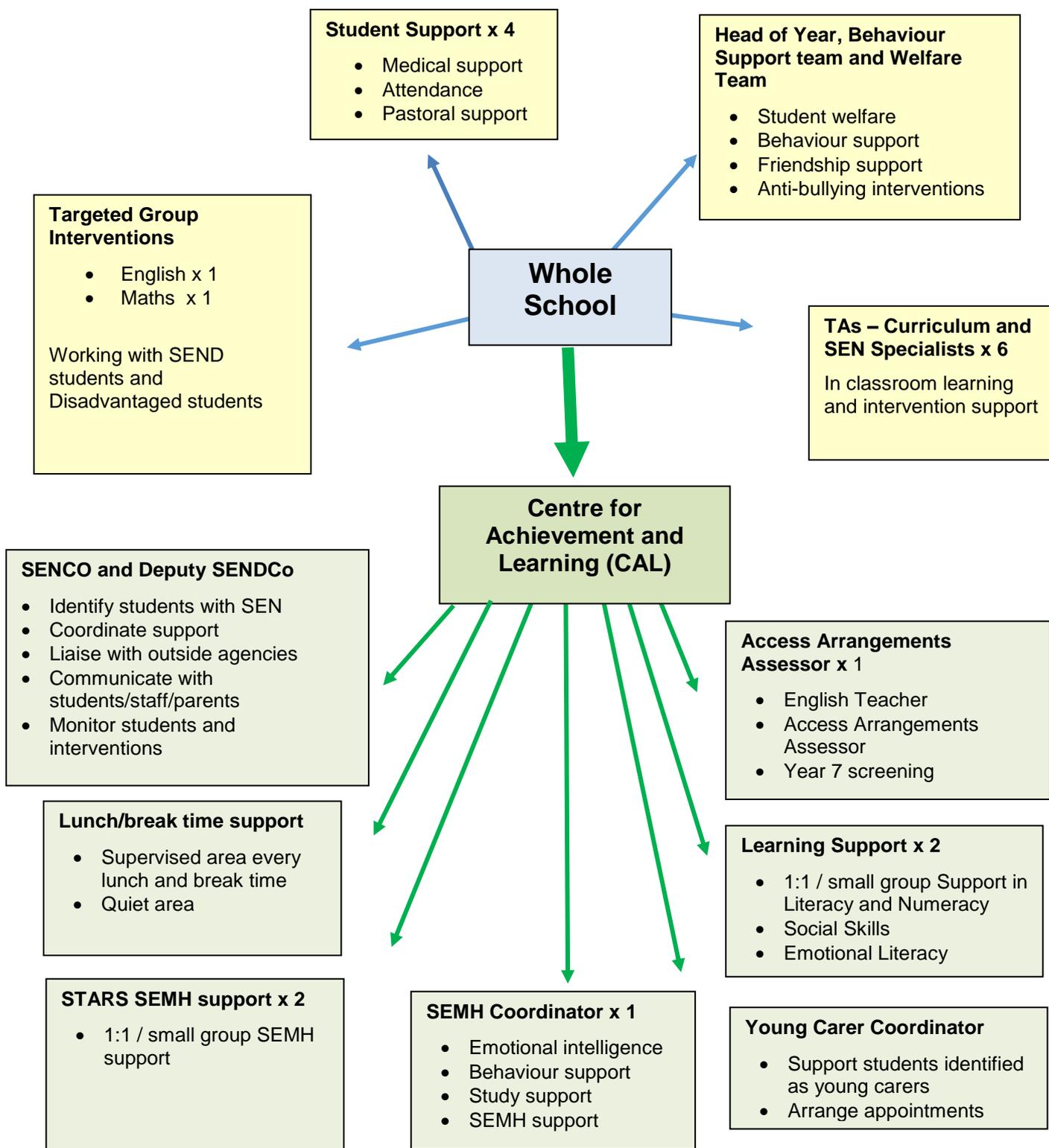
'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Our school is committed to early identification of special educational needs and adopts a response in line with the code of practice 2015. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENCO, Assistant SENCO or Head of Year in order to ensure that specific in-class learning strategies and appropriate support programs are put in place in order to ensure students have a tailor-made timetable and a curriculum designed to enable maximum achievement and progress.

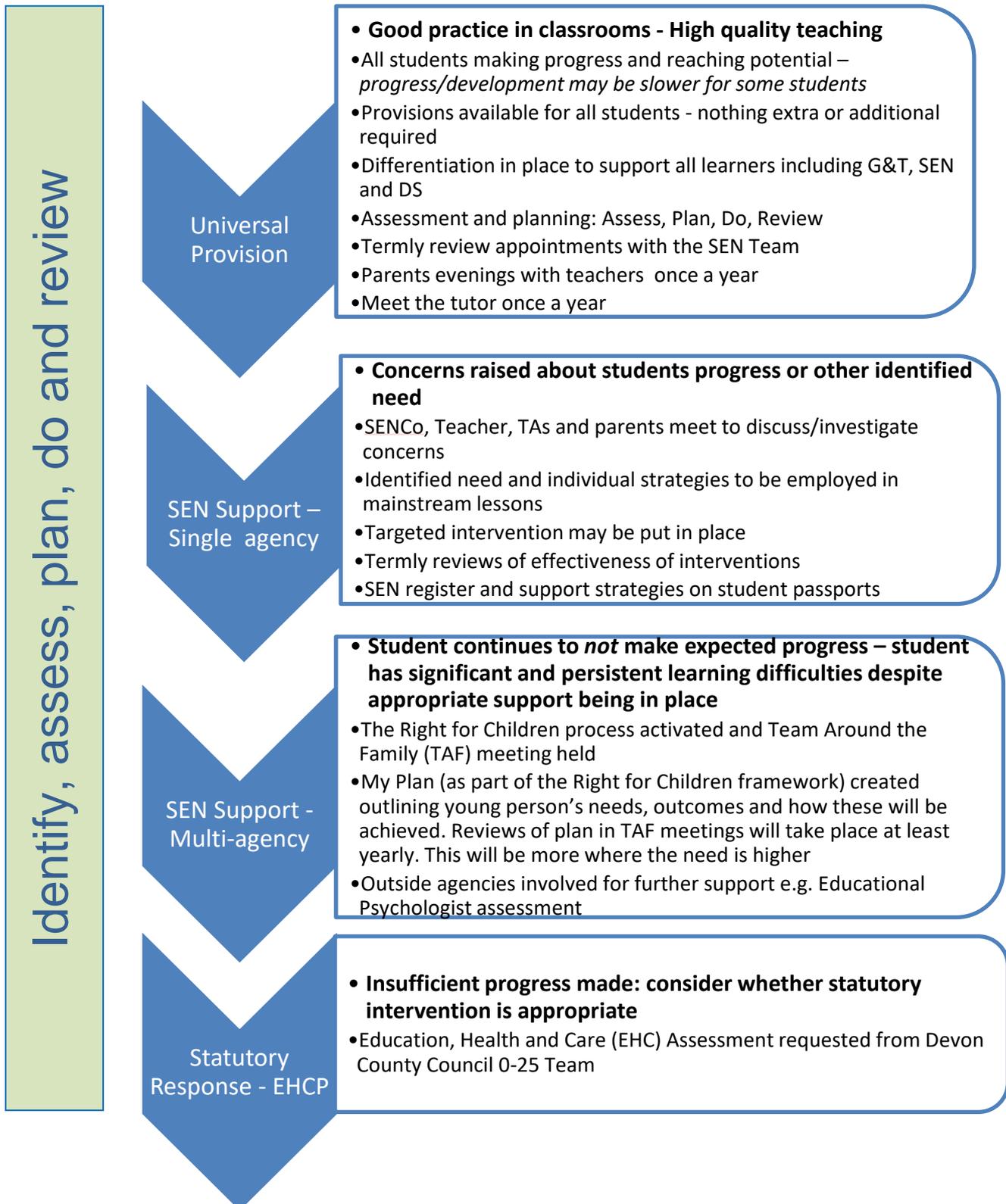
Teignmouth Community School will identify students as having SEN through a variety of means:

- Subject teachers, supported by the middle and senior leadership team, will make regular assessments of progress for all pupils
- Using data to highlight students who are: making significantly slower progress than that of their peers starting at a similar baseline; fail to match their previous rate of progress; fails to close the attainment gap between their peers; or the attainment gap becomes wider
- If staff have a concern about a student in their class, they will contact SENCO/SEN Team, who will record the concern raised and investigate further
- If appropriate, advice will be sought from the Educational Psychologist and other outside agencies
- Parent concerns will be recorded, investigated and staff will report back to parents regarding the finding
- Meetings with parents, staff and outside agencies
- Concerns from the child/young person themselves

SEN Support Structure – TCS Exeter Road



SEN Provision – Graduated Response – Exeter Road



SEND Support at TCS

This document aims to support all staff and parents/carers in understanding the 'Waves' of teaching provision available to all our pupils within our setting. These are described as follows:

Universal Provision

The Universal Provision is what is on offer to **ALL** children within the mainstream class and is delivered by all class teachers. High quality teaching is the first step in responding to students who may have SEN

Targeted provision

The Targeted Provision is for students who are identified through tracking data and teacher feedback and need extra support to make progress within the classroom. Targeted Provision is designed for groups of students for whom support is additional and different from the universal provision. These students are placed on the SEN register.

Specialist provision

The Specialist provision is for students who need specialist intervention and advice. These students may have long term complex needs and/ or disabilities. The students may be supported with an EHCP.

Area of Need	Universal provision Quality First Teaching	Targeted Provision Short Term Interventions Additional support needed	Specialist Provision Long Term Support, Personalised Provision and other Agencies (TAF/EHCP)
Cognition and Learning	<ul style="list-style-type: none"> Differentiated Curriculum Differentiated Delivery Accelerated reader (years 7 and 8) Peer Support Targeted Questioning Shared Success Criteria Responding to Marking Shared strategies via student passports 	<ul style="list-style-type: none"> Reading Interventions Writing Interventions Numeracy Interventions Handwriting Interventions KS4 English and Maths interventions TA support within lessons Shared strategies via student passports Individual Learning Plans 	<ul style="list-style-type: none"> Individual Learning Plans Shared strategies via student passports Use of Rights for Children TAF Meetings Request for EHCP EHCP Annual Reviews Educational Psychologist 1:1 TA – Where funded Dyslexia Screener/Referral Personalised timetables
Communication and Interaction	<ul style="list-style-type: none"> Differentiated Curriculum Differentiated Delivery Peer Support 	<ul style="list-style-type: none"> Sensory Breaks Time out cards Thrive Interventions 	<ul style="list-style-type: none"> Individual learning Plans Shared strategies via student passports Use of Rights for Children

	<ul style="list-style-type: none"> • Visual prompts • Key Vocabulary Provided • Target Questioning • Instructions broken down • Shared strategies via student passports • Homework displayed on classcharts 	<ul style="list-style-type: none"> • Personalised support sessions • Mentoring sessions • Shared strategies via student passports • Individual Learning Plans 	<ul style="list-style-type: none"> • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Communication and Interaction Referral • Speech and Language Therapy - external • 1:1 TA – Where funded • Personalised timetables
Sensory and/or Physical	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Wobble Cushions • Slanted Writing Screen • Pencil Grips • Ear Defenders • Fiddle devices • Trained First Aiders on duty • Shared strategies via student passports 	<ul style="list-style-type: none"> • Shared strategies via student passports • Individual Learning Plans • Handwriting Interventions • Sensory Breaks • Wobble seats • Ear defenders / ear buds • Pen grips • Writing slopes 	<ul style="list-style-type: none"> • Shared strategies via student passports • Individual Learning Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Occupational Therapist • Physiotherapist • 1:1 TA – Where funded • School Nurse referral
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Behaviour for learning Policy • Structured routines • PSHE embedded across curriculum • Class Charts • Shared strategies 	<ul style="list-style-type: none"> • Shared strategies via student passports • Individual Learning Plans Safe Space to retreat to • Quiet break and lunch area • Group Thrive Sessions • 1:1 Thrive Sessions • Social Stories • Learning Mentor 	<ul style="list-style-type: none"> • Shared strategies via student passports • Individual Learning Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Behaviour Support Team (BST) • Educational Psychologist • CAMHS • Personalised Timetable • 1:1 TA – Where funded • School Nurse Referral • Alternative STARS on site provision

Roles in supporting students with SEN:

The Role of the Board of Governors

The Board of Governors has:

- appointed a qualified teacher to be responsible for coordinating the Special Educational Needs Provision: SENCO
- to ensure that provision of special educational needs is of a high standard
- to have regard to the Code of Practice when undertaking its responsibilities
- to report to parents on the effectiveness of the school's SEN policy
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Director to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of the SEN policy
- responsibility for ensuring funding is in place to support the SEN of students at the school
- responsibility for reviewing the SEN policy and SEN Information Report regularly (at least yearly)
- nominated a link Governor to visit the school regularly, to liaise with the Principal and the SENCO and to report back to the Board
- responsibility for the effective implementation, monitoring and evaluation of the SEN policy and SEN Information Report

The Role of the Link Governor

The nominated Governor will:

- work closely with the Principal and the SENCO
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- report to the Board every term
- annually report to the Board on the success and development of this policy

The Role of the Principal

The Principal will:

- ensure all school personnel, students and parents are aware of and comply with the SEN policy
- ensure that the daily management of SEN provision is effective
- work closely with the SENCO, the link Governor and the teaching and support staff
- keep the Board of Governors informed of all matters relating to its responsibilities for the provision of SEN
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff

The Role of the Special Needs Coordinator

The SENCO and Deputy SENCo will:

- work with the Principal to oversee the day to day provision for students with special educational needs within the school
- inform parents when SEN provision has been made for their child
- lead the development of SEN throughout the school
- provide guidance and support to all staff
- organise, manage and deploy the team of TAs
- track the progress of children with SEN
- organise training for school personnel
- keep up to date with new developments and resources
- investigate concerns when identified through monitoring systems or raised by staff, parents or students
- use the graduated response framework
- listen and liaise with parents
- listen to the students
- organise annual reviews
- meet with outside agencies
- work with feeder or transition schools
- review and monitor all students on the SEN register
- annually report to the Board of Governors on the success and development of SEN

Role of the Class Teacher

The class teacher must:

- be aware of the school's policy for the identification and assessment of students with special educational needs and the provision it makes for them
- deliver differentiated programmes for each special educational needs pupil as detailed in Class Charts and employing the specific strategies of support
- comply with all aspects of the SEN policy
- undertake and engage fully with appropriate training
- inform SENCO/SEN Team when they have concerns about a student
- be proactive and remain up to date with respect to identified students on the SEN register and applicable strategies to meet

Role and Rights of Parents and Carers

We encourage parents and carers:

- to work closely with the school in order to develop a partnership that will support special educational needs students
- to attend parent/carer forums
- to attend annual reviews

- to attend TAF review meetings
- to communicate effectively with school

Role and Rights of Students

We encourage students with special educational needs to understand their rights and to take part in:

- assessing their needs
- setting learning targets
- attending and contributing to the annual review
- attending and/or contributing to TAF reviews
- completing their pages of the 'Listen to me and my family' or other relevant forms to have their views considered

SEN Support

Students identified as having a special educational need will be added to the SEN register under SEN Support. These will be students who, despite having received targeted teaching to address their weaknesses, continue to not achieve their expected progress. They may:

- show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- present persistent emotional social or mental health difficulties;
- have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum;
- have an alternative curriculum in place to facilitate individual progress and achievement.

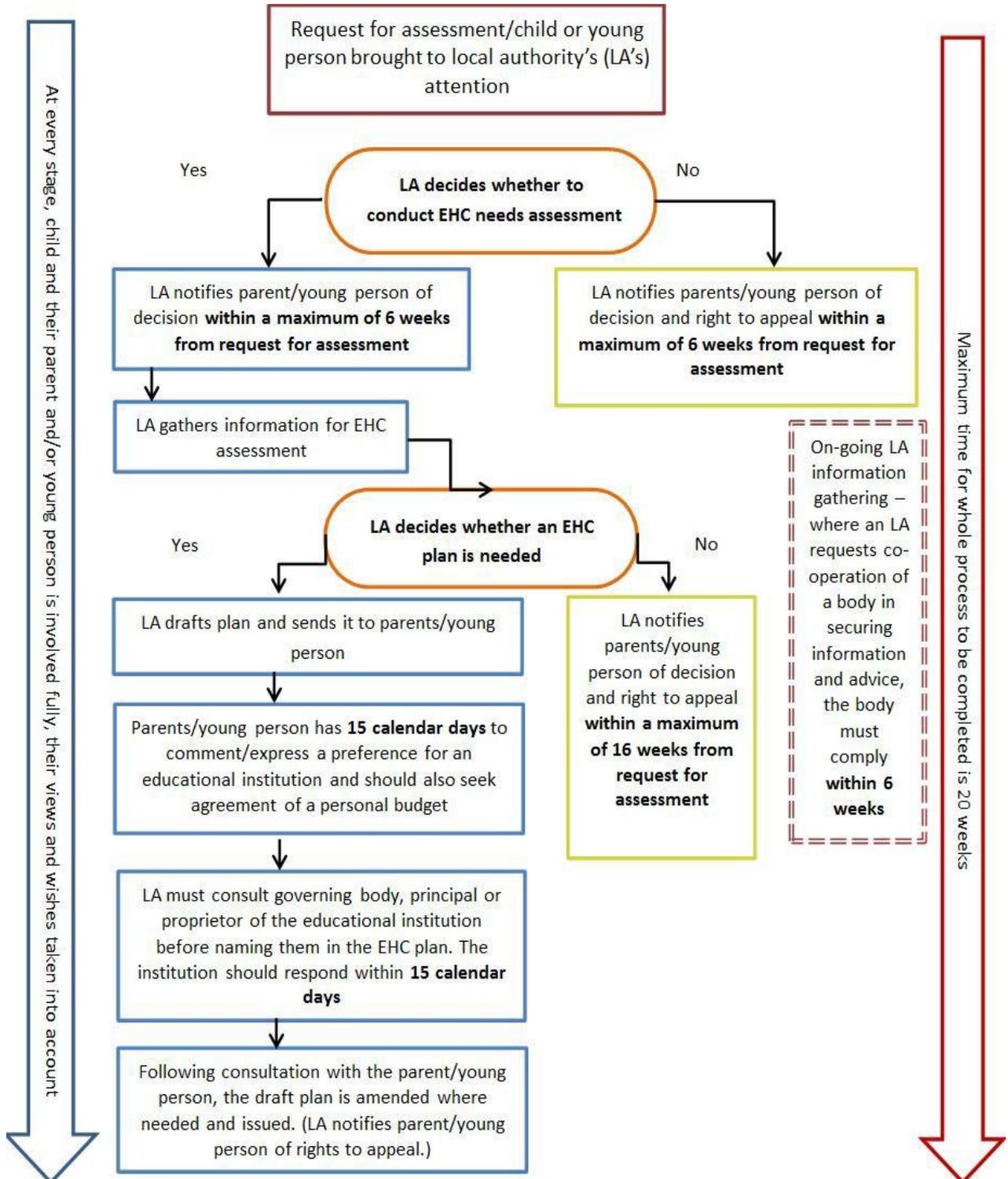
Further additional support, though the 'Right for Children' Framework, may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- continuing to make little or no progress in specific areas over a long period
- continuing working at national curriculum levels substantially below that expected of students of a similar age
- continuing to have difficulty in developing literacy and numeracy skills
- having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place
- having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service

- having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCO may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/ carers and staff to share effective learning strategies for the student. In a minority of cases, the parent or SENCO will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the school and other relevant agencies. Reviews of these plans are conducted annually. Advice and guidance is offered to parent/guardians of these students at all stages.

Statutory timescales for EHC needs assessment and EHC plan development



Evaluation of Provision for students with SEN:

TCS will:

- Evaluate the quality of provision by reviewing staff expertise through classroom observations and linking to appraisal/performance management
- Evaluate the quality of provision through rigorous analysis of student progress by the Senior Leadership Team, Head of Faculties and Head of Year through data, book looks and student observations
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND students
- Review attendance and exclusion data for SEN students
- Track the progress of different student groups e.g. ASD, Dyslexia, Moderate Learning Difficulties, etc
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use feedback from the Devon SEND audit to inform and evaluate our provision
- Have a school improvement plan which accounts for specific development of SEND provision and will aim to address areas of weakness
- Regularly providing opportunities for parents and learners to express views
- Monitoring and reporting on SEN pupil participation in reviews and planning meetings
- Monitoring and reporting on SEN student participation in extra-curricular activities
- Monitoring and reporting on parental involvement including attendance at parents' meetings and SEN review meetings (held three times a year)
- Feedback from other local agencies involved with the school
- Acting upon advice and reviews from 0-25 Team and other specialised support teams
- Annual review and TAF review meetings

Access Arrangements:

Access arrangements are for students who require support in exams. This is based on evidence collected from class teachers in liaison with the SENCO. For some arrangements, students have to be assessed and the arrangement applied for from the exams board; e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor, use of overlay, rest breaks or a small room, these can be granted by the school, but evidence must be collated and stored on file.

The school are required to log evidence to show the need for this support as it has to be their usual way of working. The students will be seen by a specialist assessor early in Year 10, who will carry out assessments to find out whether the student will be entitled to any special arrangements. An application will then be made to the exams board for the access arrangements and parents will be notified.

The TCS approach to teaching students with SEN:

- We ensure all students have access to high quality teaching which takes into account students' different needs
- Teachers will differentiate lessons to match the student's level of learning as part of the schools universal provision
- Personalise timetables and the school day for students with complex needs
- Liaise with relevant outside agencies to ensure the SEN provision is appropriate for the individual
- Make appropriate use of the resources in delegated budgets to support students with additional needs
- Identify a student's lack of expected progress and review the individual needs
- We recognise that some children only need modifications to teaching approaches, organisation or provision of equipment or resources as part of the differentiated curriculum
- Those strategies identified for individuals will be shared with all staff teaching the student
- Have a consistent, graduated approach to meeting student need by reviewing class teaching, strategies and remove barriers to learning by creating a more personalised approach

TCS encourages all students to take part in extra-curricular activities and trips.

Support at TCS that is available for improving the emotional, mental and social development of students with SEN:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Review attendance and exclusion data for SEN pupils
- Provide a safe environment for students
- Monitor and support student well-being through a rigorous pastoral support framework: Head of Years, Welfare Team, Behavioural Support Team, the SEN Team and Student Support
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs. Head of Year, Welfare Team or tutees will ensure the appropriate staff are aware of the relevant information
- Assess students displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have the Behaviour for Learning (BFL) behaviour policy in place to manage the effect of any disruptive behaviour to ensure it does not adversely affect other students. If the BFL system is not deemed an appropriate sanction for SEN students then differentiated sanctions will be put in place
- Regularly review the SEND, anti-bullying and behaviour policies

- Ensure there are opportunities for feedback from students
- Where appropriate seek further advice from advisory services and outside agencies
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

The expertise and training of staff at TCS in relation to children and young people with special educational needs:

The school:

- Will regularly audit and review staff training needs and provide relevant training to develop whole school staff's understanding of SEN and strategies to support inclusion and high-quality teaching
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENCO has sufficient designated time to fulfil their role adequately
- Ensure the SENCO is on SLT in order to enable input to whole school strategy with regards to SEN provision
- Ensure the SENCO completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials

Specialist Expertise SEN Training:

- We regularly audit and review staff training needs through the appraisal framework, observations, book looks and student progress and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high-quality teaching
- Provide staff with information about effective strategies to use within their class, which is available in SIMs
- We adhere to the principle that '*All teachers are teachers of children with special educational needs*'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs

- We acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure all staff (both teaching and non-teaching) have had training to develop their knowledge of the four areas of need and the nature of the difficulties linked to each area
- Access training available through external support services and agencies

Specific Training: 2020-2021

Whole School Training
Newly Qualified Teachers (NQTs) introduction to SEN and support strategies
Supporting needs of students within each year group
Universal provision and the responsibility within the classroom
SEND bulletins focusing on needs of TCS students
Graduated response
Individual Staff
Meeting the needs of an individual student
Identifying Areas of Need
Working with Autistic Children
Working with children who have sensory needs

Accessibility - TCS will:

- Use our best endeavours to make sure that all children with SEN get the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Development Area	Targets	Strategies	Expected Outcomes
Delivery of the Curriculum	All students to have an appropriate curriculum which is personalised if required	<p>Year 10 option choices Differentiation in all lesson planning SMSC delivered across the curriculum which contributes to changes in attitudes SEN strategies</p> <p>Literacy and Numeracy Support, dyslexia screening, ASC Support, SEAL, Thrive, CAL, Forest School, SEN resources, Specialist Trained Staff, Student Support.</p> <p>Provide resources to aid accessibility such as print outs on coloured paper, overlays, specialist software, access to lap tops and allowance to use own notebooks to screenshot work on the whiteboard.</p>	<p>Tailored curriculum by year 10 Students' access to more qualifications in KS3</p> <p>Increase student attendance, safety, behaviour and wellbeing in order to ensure every child achieves their potential</p> <p>Increase student accessibility to the curriculum and an increase student independence.</p>
The Physical Environment of the School	To provide an alternative provision for those students unable to access a full, mainstream timetable.	Alternative provision within the school grounds.	Supporting students' needs and enabling students to access mainstream school
Provision of Information in Other Formats	Website	Develop the website	

Partnership with parents/carers and students:

TCS has established positive working relationships with parents/carers and students. We recognise the importance of the parents'/ carers' contribution to the decision making processes of a student who may have SEN. The school will provide information in a manner accessible to all parents/ carers, some of who may also have literacy or sensory needs.

We request that parents/carers:

- encourage your child to learn and provide support for homework on a daily basis
- read to, with and alongside your child at home and encourage independent reading when appropriate
- establish effective routines for bedtime, homework and coming in to school on time
- encourage your child to participate in opportunities offered by the school
- ensure your child arrives at school with the correct equipment
- inform the school about any concerns or problems their child is experiencing
- attend parents evenings, review days, meeting and discussions about your child's progress and provide information when requested
- take an active interest in your child's well-being and progress and engage positively in conversations with staff

TCS will:

- Make arrangements for providing students and their parents/carers with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of students themselves
- Inform parents when we are making special educational provision for your child and have processes in place for engagement with students and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home
- Carry out annual reviews through an appropriate person-centred planning process
- Hold regular parent meetings, with the student, as appropriate, to discuss progress
- Be aware that parents and students have specific rights to request an Education, Health and Care needs assessment and should feel able to tell their school if they believe they have or may have SEN
- Encourage the active participation of the student and parent/carers
- If a parent would like to discuss something about their child they should initially contact the classroom teacher in the first instance, and then the SENCO
- The teacher or SENCO will be in contact about any concern and how these are addressed

- If a parent feels that the concerns have not been addressed, then they should go to the complaints procedure in the policy section of the TCS website

Working together with Outside Agencies, including health and social services, local authorities to support students with SEN and their families

TCS will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services, etc, in order to gain a better understanding of a student's needs
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Access additional support through the 'Right for Children Framework' and Early Help referrals

Outside agencies and services access by the school:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Communication and Interaction Team
- Advisory Teachers – Visual Impairment, Hearing Impairment etc.;
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Specialist Nurses e.g. Epilepsy, Asthma etc;

Preparing for Transitions - SEN Transition Support

Year 6-7

At TCS we understand that transitions can be a worrying time for all students, particularly our most vulnerable students. In addition to our whole school early transition in July, students with SEN will also have the following opportunities to support their transition:

- enhanced transition activity days
- SENCo / Deputy SENCo meets with parents of Year 6 SEN students
- SENCO liaises with staff at local primary schools and collates student information
- Information evening for parents/carers of SEN children held in the summer term at our Centre for Achievement and Learning (CAL).
- All parents of students who attend the enhanced transition are invited to the evening to meet with staff and hear about how we support our SEN students
- SENCo / Deputy SENCo attends annual reviews and TAF meeting for children in Year 6 and occasionally Year 5 if requested

Year 8 Onwards:

Students with SEN are supported throughout their time at TCS to become confident and independent, preparing them for adult life:

- Option choices – during year 9 including a vocational pathway when appropriate
- Work experience placements during year 10 and 12
- Post 16 pathways
- Students in Year 11 with an EHCP will have meetings with a representative from Careers South West

Useful links, including the Devon Local Offer

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

<https://www.devonias.org.uk/>

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/children-with-special-educational-needs>

Key Terms and Definitions

ACRONYM	TERM	DEFINITION
SEND	Special Educational Needs and Disability	
SENCo	Special Educational Needs Coordinator	Member of staff who is responsible for students on the special educational needs register and ensures that they are supported in achieving their potential
0-25 SEN Team	County Special Education Team	Devon County’s team who are responsible for children with EHCPs or Statements of Special Educational Needs
CAL	Centre for Appropriate Learning	Exeter Road’s Inclusion and Learning Support department
TA	Teaching Assistant	
HOY	Head of Year	Person responsible for monitoring progress of students in a year group
LA	Local Authority	
IEP	Individual Education Plan	A plan with specific targets put in place to support students on the special educational needs register
EHCP	Education and Health Care Plans	The new statutory plans replacing Statements
TAF	Team Around the Family	Parents, child, school and other agencies meeting to support the whole family