

Leicester  
City Council



Leicester City  
Clinical Commissioning Group

Involve • Listen • Respond

Leicester's strategy for supporting children  
and young people with Special Educational  
Needs and Disabilities (SEND)

**2019 – 2022**

# Contents

<b>Section</b>	<b>Page</b>
Foreword	3
Introduction	4
The Vision	5
Core Values	5
Aims	7
Summary	8
Values	9
Inclusion	10
Strategic Context – National and Local	12
Governance and Accountability	23
Appendices	24

## Foreword

Leicester City Council and Leicester City Clinical Commissioning Group are pleased to present this Special Educational Needs and Disability (SEND) Strategy. We are committed to providing the best possible support for our children and young people with special educational needs and disabilities and their families. This means that we strive to develop the most accurate and timely identification of need as we realise that identifying need at the earliest opportunity allows for better outcomes in the longer term. We will deliver meaningful interventions for our children and young people. These will be evidence-based interventions which can be shown to be most effective and efficient in supporting the development of children and young people to help them develop into independent adults achieving their goals in life.

At the heart of the strategy for SEND in Leicester is our commitment to listen to children, young people and their families. We firmly believe that it is through cooperation and hearing the views of those most involved that real progress towards achieving our joint goals will be made.

Cllr Sarah Russell, Deputy City Mayor.

## Introduction

The purpose of this strategy is to set out what we know about the needs of children and young people with special educational needs and/or disabilities (SEND) and how we will listen and respond to those needs in order to improve the lives of children and families.

The strategy is important as it demonstrates how the local area is taking a joint and integrated approach to meeting statutory requirements as set out in legislation. It also demonstrates how these requirements relate to the local context of Leicester city and how we plan and deliver services across the city and beyond. Most importantly, having a clear strategy enables us to identify strengths and weaknesses, see the whole picture of service provision and plan actions to be taken to improve the identified priorities.

The strategy is jointly produced and owned by all relevant services working in partnership through the SEND Strategic Partnership Board and Leicester's Children's Trust. It sets out our ambitions for children and young people with SEND and their families and what action will be taken to make progress and improve the quality of support that is provided in Leicester.

## The Vision

***We are committed to supporting children, young people, vulnerable adults and families to be safe, be independent, be ambitious for themselves and live the best life they can***

## Core Values

The vision of all partner organisations working with children and families in Leicester is **to improve children's lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable.**

In order for children and young people with SEND living in Leicester city to achieve the best possible outcomes we aim to provide high quality, integrated support and services.

The SEND Improvement Board has developed and agreed the following multi-agency **partnership values** which will guide and support all services delivered in Leicester:

We will:

### Independence

- ❖ Provide a personalised approach by always acting in line with the child or young person's best interests
- ❖ Listen, hear and respond to children, young people and their families

### Equality

- ❖ Support and value diversity
- ❖ Maximise children and young people's learning and participation within their local communities
- ❖ Observe professional standards and ethics, including standards in relation to professional independence, impartiality, expertise and qualifications
- ❖ Ensure equality of access within a setting or community based on need, with priority given to the most vulnerable

### Collaborative Working

- ❖ Ensure all parties work as a partnership towards the SEND aims
- ❖ Promote a culture of information sharing

- ❖ Always strive for equal engagement from partners

### Ambition

- ❖ Promote the creative and innovative use of resources to support children and young people
- ❖ Ensure early identification and intervention

### Inclusion

- ❖ Support children and young people to feel comfortable and access the same resources as others
- ❖ Provide children and young people with the same opportunities to express themselves as others

## Aims

**Aim 1** – To ensure that children and young people with special educational needs or disability have the same access to health and social care as other children and young people and are enabled to develop and learn

**Aim 2** – To ensure there are realistic options for young people for employment, training or continuing education at 18.

**Aim 3** – To improve the number of young adults who live independent lives

**Aim 4** – To develop young peoples' connection with their communities

**Aim 5** – To ensure the participation of children, young people and their families in all decisions that affect them

**Aim 6** – to ensure children and young people transition between stages of education without negative impact on their learning or emotional health

**Aim 7** – to ensure the consistency in the quality of provision across the city

**Aim 8** – to ensure parents and carers have a full understanding of their child's needs and what can be done to support them.

## Summary

- ❖ We have agreed the core values to which all organisations and services working with children and young people with SEND across Leicester will work.
- ❖ We want to prepare children and young people with SEND to grow into adults who achieve the best possible outcomes and life experience for their unique circumstance.
- ❖ We have set ourselves some clear aims that we will work towards that will enable needs to be met and the best possible outcomes to be achieved.
- ❖ The agreed aims helped us to develop an action plan – aligned to other strategies and work, will support this strategy to be implemented. This work will be overseen by the SEND Improvement Board (SENDIB).
- ❖ Following the 2018 Local Area Review and the subsequent required Written Statement of Action we are, as a partnership, committed to delivering the improvements required for Leicester City as detailed in the Written Statement of Action (WSOA).

## Values

### **In Leicester City children and young people with SEND should have:**

- a positive family life leading to as independent an adult life in the community as possible;
- a broad, balanced and relevant range of learning opportunities delivered by appropriately qualified staff to maximise achievement and attainment;
- improved life chances to pursue their goals;
- social and leisure pursuits in the community in order to promote healthier lifestyles;
- access to, and use of, community facilities;
- family, friends and key people in the community to support their independence and participation;
- swift and easy access to resources and support services, enabling early intervention;
- education as close to their own homes and communities as possible.

## Inclusion

- Inclusion is an entitlement for all children and young people whatever their ability, race, social or cultural background, faith or sexual orientation.
- Inclusion is about much more than the type of school that SEND children attend. It is about the quality of school leadership and organisational culture to ensure that they are helped to learn, achieve and participate fully in the life of the school involving all members of the community, taking account of individual characteristics and needs.
- Identifying and removing barriers involves planning improvements in provision, policy and practice following evaluation. This includes adapting the curriculum, developing welcoming attitudes and environments across our partnership targeting resources enabling early identification and rapid response to SEND.
- Outcomes from inclusion will be about progress and attainment, whatever the type of provision the young person attends.
- The Local Authority will fulfil its duty to ensure that parents and young people are consulted and that all schools deliver their obligations under the SEND Code of Practice 2014 and the Equality Act 2010 with regard to inclusive practice.

***We will work to ensure the best quality inclusive practice is seen in all Leicester's education providers.***

The SEND Code of Practice requires local authorities to consider their position on inclusion of children with SEND in schools and childcare settings and state what can be reasonably expected of mainstream schools and settings in meeting the needs of children and young people with a range of SEND.

Leicester's Inclusion Statement attached as Appendix 2 provides a set of expectations for high quality teaching and SEND provision. It sets out what schools/settings are expected to provide from their delegated funds (i.e., Element 1 which is funding available to schools for all children, and

element 2 funding which is additional funding available to schools for children with SEND) for children and young people with SEND. It also provides baseline criteria against which to determine applications for top up funding (i.e. through either Element 3 funding which is funding for a specific need for a student with SEND, or an EHC plan).

## Strategic Context – National and Local

### Definition of Special Educational Needs and Disability (SEND)

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the new Code across the 0-25 age range but includes LDD.

### Disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where

a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## **Statutory framework – LA and multi-agency responsibilities**

### Primary legislation

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Care Act <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

### Advice and Guidance

SEND Code of Practice May 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DfE Guidance on Equality Act for Schools May 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Working Together to Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### Regulations

SEN and Disability Regulations 2014

[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

Transitions Guidance (Statements to EHCs)

<https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014--3>

Include:

**'Working Together'** (2018) requires local agencies to have effective ways of identifying emerging problems and potential unmet needs for individual children and their families. It also requires local agencies to work together to put processes in place for the effective assessment of needs of individual children who may benefit from early help services. 'Working Together' is clear that it is the responsibility of all partners to adhere to the guidance, not just local authorities.

## **National policy drivers**

Statutory duties on local areas regarding the provision for children and young people with SEND are contained in the **Children and Families Act 2014** and more detail provided in regulations and in the **Special educational needs and disability code of practice: 0 to 25 years**. The code of practice is statutory guidance published by the Department for Education and the Department of Health. The duties came into force in September 2014 and Ofsted and the Care Quality Commission have been tasked with inspecting local areas on their effectiveness in fulfilling the new duties.

## **Local context**

With a population of 353,540 (ONS midyear estimates 2017) Leicester is the largest city in the East Midlands and the tenth largest city in the country. It is a unitary authority and has had an elected mayor since 2011.

The city has a younger and more diverse population, with higher levels of deprivation and significantly worse life expectancy, compared to England. The information from the Census 2011 shows that Leicester has a faster rate of growth and a larger proportion of children and young people in the population than in England and Wales generally.

The city is seeing major increases in the number of children and young people living here and is now home to 130,726 children and young people aged up to 24 years, an increase of 12.5% since 2015, which is more than double the increase seen in England as a whole. This growth includes a big increase in the number of young children aged 0-4 years which rose by nearly 25% from 20,726 in 2005 to 25,884 in 2015

The figures are:

- A population of 353,540, projected to grow.
- Leicester has a much younger population than England, with 38% under 25 years
- There is a large student population at two universities
- Around 50% of the population is from black and minority ethnic (BME) groups - most of these are from South Asian backgrounds. The proportion of people from BME groups will continue to increase
- Leicester is a deprived city – the 20<sup>th</sup> most deprived local authority in the UK (IMD 2015). Due to high levels of deprivation, people in Leicester have poorer health and life expectancy that are below the average in England.
- There are higher than average rates of cardiovascular disease, respiratory diseases, cancers and diabetes.
- 29% of adults have no qualifications
- 15.7% of working age adults are unemployed (23,800 people)
- Over a third of Leicester's children are living in poverty

In addition:

- There is significant inward migration from abroad – of the 34% of city residents who were born outside of the UK, just under half (35,000) arrived between 2001 and 2011
- There has been a constant increase in total school aged population from 2010-2017.

### **Children and Young People**

- The most recent Children and Young People's JSNA can be found at <http://www.leicester.gov.uk/your-council/policies-plans-and-strategies/health-and-social-care/data-reports-information/jsna/cyp-jsna/> . This document summarises the context for Children and Young People in Leicester City.

- In January 2017 there were approximately 57,500 children on roll in city schools of whom just over 1000 were in special provision (1.7% of the total). In addition there were 2400 EHCP's/statements as of January 2019.

### **Early Years**

In 2016/2017 the local authority's early years support team (EYST) worked with 890 children with SEND aged 0 to 5 across homes, schools and settings. In the same year the team supported 58 requests for statutory assessment and were part of 95 education health and care plans for the 0-5 aged children.

The EYST support the transition arrangements for approximately 300 SEND children per year.

### **School age children**

Just over 8000 children were identified as having SEND and requiring School Support – 11.9% of the total in maintained schools. There are approximately 1500 children and young people with EHCP (and existing statements) in city schools. The percentage of the school population with a statutory plan is slightly less than the national average at 2.6%.

More than the national average of children in Leicester go to specialist provision (maintained special school, special academy or designated Specialist provision).

### **Services for Children and Young People with SEND**

#### **❖ Education**

All schools in the city provide education for children and young people with SEND. Of the 110 schools in the city there are 33 academies and 2 free schools. Of the academies 1 is a special school. There are 56 LA maintained schools for primary age pupils and 10 for secondary age pupils. In addition, there are 6 special schools, one of which has primary age pupils only and 2 Pupil Referral Units and a hospital school.

The majority of schools admit children to nursery classes in the term after the child's third birthday in addition to places that are offered through the private, voluntary and independent sector. There are 121 Early Years providers of whom 110 offer places for vulnerable 2-year olds

Post-16 education is offered through 4 colleges and 4 school sixth forms, in addition to five of the special schools, with the majority of young people who have been educated in the mainstream sector transferring to the incorporated sector.

There are 14 independent schools. Some parents choose to send their children to schools outside the city and where they are in the maintained sector their special educational needs are supported by their provision. There are 95 pupils (as of January 2019) maintained by the city in the independent sector due to their SEND.

The city council maintains a wide range of services for children and young people with SEND:

1. Hearing Support Team
2. Visual Support Team
3. Early Years Support team (incorporating a specialist Early Years Nursery and Early Years Teachers
4. Learning, Communication Interaction team (including ASD support)
5. Social Emotional Mental Health Team (de-delegated funding)
6. City Psychology Service
7. Disabled Children's Service
8. Special Education Service (managing the statutory processes)

All these services are managed through the Director of Learning Services (through a Head of Service for SEND Services).

There is also a Transitions Team within the Adult Social Care department. A review of practice and support for transitions is currently underway to

improve the process by which young people with health or social care needs move from children's services to adult services.

## ❖ Health

Leicester City Clinical Commissioning Group, Public Health and NHS England commission a range of health care services who deliver universal, targeted and specialist provision that maintains and improve outcomes for children and young people, including those with SEND. We work jointly with local health provider trusts to commission and deliver effective health support services in meeting our statutory requirements for Children and Young people with SEND. September 2014 CCGs must:

- Ensure clinicians and therapists provide health services for children and young people with SEND, from early identification, throughout their school and college years and into the transition to adulthood.
- Work with the local authority to contribute to the Local Offer of Health services available
- Ensure that the CCG and Leicester City Council have mechanisms in place to ensure Health practitioners and clinicians will support the integrated EHC needs assessment process, and provide information and advice to local authorities about individual children and young people
- Work together to agree Personal Budgets where they are provided for those with EHC plans
- Commission services jointly with the Local Authority (Leicester City Council), for children and young people (up to age 25) with SEND, including those with Education Health and Care (EHC) plans. Joint commissioning includes arrangements for considering and agreeing:
  - a. The education, health and social care provision reasonably required by local children and young people with SEN or disabilities
  - b. Which education, health and social care provision will be secured and by whom – partners must be able to make a decision on how they will meet the needs of children and young people with SEN or disabilities in every case
  - c. What advice and information are to be provided about education, health and care provision and by whom and to whom it is to be provided

d. How complaints about education, health and social care provision can be made and are dealt with, and

e. Procedures for ensuring that disputes between local authorities and CCGs are resolved

f. The appointment of a designated clinical officer

Health care is delivered through a number of pathways that involve a range of partners working together, to ensure productivity while maintaining the Local Transformation and Sustainability plan; -

“Helping children and parents so they have the very best start in life, helping you stay well in mind and body caring for the most vulnerable and frail and when life comes to an end.”

Children's Health Service is delivered through a number of providers including the Acute Care Trust – University Hospital of Leicester, Community Health Services - Leicestershire Partnership Trust and Voluntary Sector Contracts. The organisations are all child and family centred with skilled and experienced staff that provides children and their families with the best possible care and health opportunities within their local area.

- Universal Services including: -

The 0-19 Healthy Child Programme, commissioned by Public Health, on behalf of Leicester City Council. 0-19HCP:

- An early intervention and prevention programme that is offered to every family with children and young people aged between 0-19 years living in Leicester city.
- Is based on a national specification, shaped by local need
- Offers evidence-based developmental reviews, information and interventions to support the healthy development of children and young people.
- Identifies levels of additional need, including SEND, and provides additional, evidence-based support, appropriate to needs.
- Provides Public Health Nursing input into Special Schools.

Primary Care services, including general practice, community dental, ophthalmic and pharmacy services;

Targeted and Specialist Services including Community Provision (LPT): -,

- Occupational Therapy, Physiotherapy, Speech and Language Therapy CAMHS, Children's Community Nursing (Diana services), Community Paediatrics, Dietetics Continuing Healthcare needs and complex care. Within these disciplines skilled staff, support children and young people who are diagnosed with a long term or lifelong limiting condition or have a disability. A range of NHS services are also offered to children who are Looked after Children and Travelling Families

Children are seen in local settings: either in community-based clinics, in their homes, schools, children, young people and family centres (Children's Centres) or other local venues.

Hospital services (UHL), including maternity, medical, and surgical and sub set specialities such as paediatrics-cardiology, audiology, endocrinology genetics, orthoptics. Provision is offered on an emergency, outpatient and inpatient basis

### ❖ **Social Care**

The Children's Social Care and Early Help division provides statutory social care services for children, young people and families including for those with SEND. Ensuring that all children including those with Special Educational Needs and Disabilities are safeguarded is the responsibility of all those working with these children.

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children's service and the Disabled children's service.

Any contact for support is referred into the Duty and Advice Service and consideration will be given to the need for a Single Assessment. This will be used to determine if the child is deemed a Child in Need (under section 17 The Children Act 1989).

If a Single Assessment is required, the case will be managed within the Single Assessment Team and the level of need and relevant services will then be identified accordingly. If a child is considered to be a child in need or a child in need of protection, this will be determined at a relevant meeting (Child in Need meeting or Initial Child Protection Conference). The case will then be transferred to the relevant service. This will depend upon the level and assessed disability of the child as determined by the eligibility criteria. The social work team based within the Disabled Children's service will be responsible for the case management of those cases that meet the criteria. This Criteria is stipulated as follows;

- Severe learning disabilities
- Severe physical disabilities
- Severe developmental delay in motor and/or cognitive functioning
- Profound multiple disabilities
- Severe sensory impairment (registered blind and profoundly deaf)
- Complex and severe health problems that arise from the disability, that are life threatening, degenerative illness or organic disorder resulting in severe disability.
- Safeguarding concerns

## **Working with families and children and young people.**

### **Parent Carer Forum**

There is an active Parent Carer Forum (PCF) in Leicester. The PCF meetings are well attended by parent carers and area leads involved in

Education, Health and Care provision. Officers and elected members regularly attend to discuss future strategy's and current concerns.

The PCF has, and does engage in a number of boards and workshops in the Local Area; predominantly the city's SEND board and is an integral part of the City's EHC resource allocation and QA processes.

### **Big Mouth Forum and participation**

The BMF is a forum facilitated by the Disabled Children's Service for young people to express their views about SEND issues and other issues that affect them. The forum has been attended by Directors from Children Services, Elected Members and Heads of Service amongst others. The forum's views are sought on issues that affect children and young people with SEND.

The use of Integrated Assessment Meetings (IAMs) has been a major development which has met with universal praise.

### **Review of SEND Strategy**

**The SEND strategy will be reviewed on an annual basis. The principles on which the review will be based are:**

- Listening to the views of children, young people and families
- Ensure value for money
- Develop capacity, skills and expertise at all levels
- Support and build on good practice and innovation
- Ensure reflective evidence-based practice and learning
- Promote partnerships, collaboration and joint commissioning

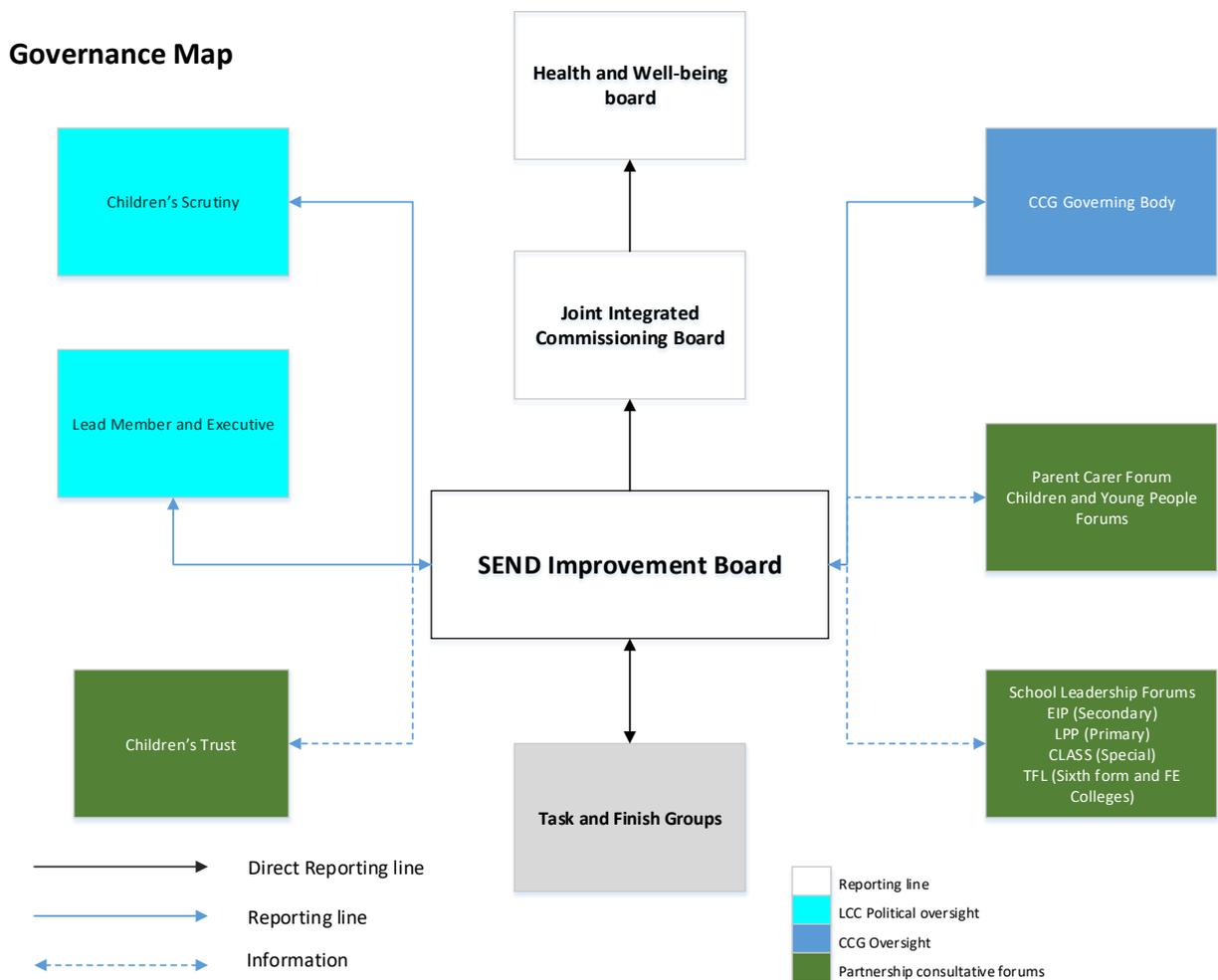
The first review will be held in February 2020.

# Governance and Accountability

The governance and oversight of Leicester’s SEND Strategy recognises that the delivery of our offer is not the responsibility of a single agency but is owned by all partners that work with children, young people and families.

Governance is provided by The Joint Integrated Commissioning board and the Health and Well Being Board.

## SEND Improvement Board Governance Map



# Appendices

## Linked Strategies and Further Information

### Local plans, strategies and guidance

- ❖ Leicester's Children and Young People's Plan 2014-17  
<http://www.leicester.gov.uk/media/113643/children-and-young-people-plan-2014-17.pdf>
- ❖ Leicester's Health and Wellbeing Strategy 2013-16  
[http://www.leicester.gov.uk/media/177755/leicester\\_s\\_joint\\_health\\_and\\_wellbeing\\_strategy\\_2013-2016.pdf](http://www.leicester.gov.uk/media/177755/leicester_s_joint_health_and_wellbeing_strategy_2013-2016.pdf)
- ❖ Leicester, Leicestershire & Rutland Safeguarding Children Board – Thresholds guidance  
<http://www.lradultsafeguarding.co.uk/wp-content/uploads/2016/02/LLR-Safeguarding-Adults-Thresholds-Guidance-V0.5.pdf>
- ❖ Leicester Safeguarding Children Board – Business plan  
<http://www.lcitylscb.org/media/1556/lscb-business-plan-2018-2019-v161.pdf>
- ❖ Leicester's Early Help services  
<http://www.leicester.gov.uk/schools-and-learning/support-for-children-and-young-people/early-help>

### Appendix 2

- ❖ [Inclusion in Early Years](#)
- ❖ [Inclusion in Schools](#)

### References

- ❖ Children and Families Act 2014  
<http://www.legislation.gov.uk/ukpga/2014/6/contents>
- ❖ Special educational needs and disability code of practice: 0 to 25 years  
<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ❖ Working Together to Safeguard Children  
<http://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- ❖ Equality Act 2010  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- ❖ Care Act

- ❖ <http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>
- ❖ SEND Code of Practice May 2015  
<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ❖ DfE Guidance on Equality Act for Schools May 2014  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- ❖ SEN and Disability Regulations 2014  
[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)
- ❖ Transitions Guidance (Statements to EHCs)  
<http://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014--3>
- ❖ Supporting pupils with medical conditions at school  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## ❖ Glossary of Terms

**SEND** – Special Educational Needs and Disability

**SEF** – Self Evaluation Framework

**SENDIB** – SEND Improvement Board

**WSOA** – Written Statement of Action

**EHCP** – Education Health Care Plan

**LDD** – Learning Difficulties and Disabilities

**BME** – Black and Minority Ethnic

**JSNA** – Joint Strategic Needs Assessment

**EYST** – Early Years Support Team

**LA** – Local Authority

**CCG** – Clinical Commissioning Group

**ASD** – Autism Spectrum Disorder

**PCF** – Parent Carer Forum

**QA** – Quality Assurance

**BMF** – Big Mouth Forum

**IAM** – Integrated Assessment Meeting

**ONS** – Office for National Statistics