

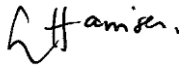
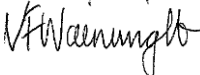




# St Mary Magdalene C of E School with Christ Church C of E Primary School

## Special Education Needs and Disability Policy



This policy was:	Written in	April 2015	
	Updated in	January 2023	
	Review date	January 2024	
	Approved by	Mr P Elliott	Mrs J Eastaugh
		Co-Chairs of Governors	
			
		Mrs C Harrison	Mrs V Wainwright
		Federation Co-Headteachers	
			

***“Do unto others, as you would have them do unto you.”***  
***Luke 6:31***

In the Koinonia Federation we strive for excellence and high standards  
through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

*John 10:10 I have come in order that you might have life – life in all its fullness.*

# Special Educational Needs and Disability Policy

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## SECTION ONE



### SENCo details:

Name of SENCO: **St Mary Magdalene Secondary: Ian Benson**  
Address: 1 Hendon Street, Greenwich, SE10 0NF  
Telephone: 0203 873 5555

Name of Assistant

Headteacher for

Inclusion: **St Mary Magdalene Woolwich: Julia Hoon**  
Address: Kingsman Street, Woolwich, London SE18 5PW  
Telephone: 0208 854 3531

Name of Assistant

Headteacher for

Inclusion: **St Mary Magdalene Peninsula: Julia Hoon**  
Address: 1 Hendon Street, London SE10 0NF  
Telephone: 0208 858 1309

Name of SENCO: **Christ Church: Melissa Graham**  
Address: 45 Commerell Street, London SE10 0DZ  
Telephone: 0208 858 3974

### Vision statement

Our Koinonia Federation's commitment to Special Educational Needs and Disability is rooted in the Christian Gospel, which recognises the uniqueness and value of individuals. Christ's ministry is characterised by His openness to, and concern for, each person, in particular those needing support.

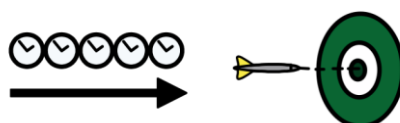
At our schools we have high ambitions for our Special Educational Needs and Disability (SEND) children and expect them to participate and achieve in every aspect of school life. We believe every teacher is a teacher of every child and young person including those with SEND.

We are committed to working together with all members of our school community. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us.

This policy was developed with the input of stakeholders, to include governors, SLT, teaching staff, parents and pupils to reflect the SEND Code of Practice, 0-25 guidance.

## SECTION TWO

### Our long-term aim



Each person at our schools will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. St Mary Magdalene CE and Christ Church CE Primary Schools and St Mary Magdalene Secondary provision are committed to raising the aspirations and expectations for all pupil with SEND.

We aim to identify and remove barriers in every area of the life of the school. It is the school's responsibility to adapt to a child's learning needs rather than the child needing to adapt to the school. We endeavour to provide a caring and secure environment where children and parents / carers feel supported.

Our schools focus on outcomes for children and young people and not just hours of provision and support.

We monitor progress carefully and include children, parents/carers and outside agencies to ensure we raise the level of achievement of all of our children. Our Special Educational Needs Policy is an integral part of our school's strategic planning and we are committed to creating opportunities to enable all our children to succeed. We promote positive feelings of self-worth, high self-esteem, confidence and mutual respect. We are committed to an inclusive practise to ensure that children with a variety of individual needs can work happily and co-operatively alongside each other.

## Objective (How we will do this)



We will identify and provide for pupils who have special educational needs and additional needs in accordance with the guidance provided in the SEND Code of Practice, 2014.

### **The Governing Body and the Leadership Team will do their best:**

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs & disability (SEND);
- To secure the necessary provision for pupils with SEND;
- To commit to delivering a SEND inclusion policy coordinated by the Special Educational Needs Co-Ordinator (SENCO);
- To provide support and advice for all staff working with special educational needs & disability pupils;
- To consult with the Local Authority and Governing Bodies of other schools, when necessary, to coordinate SEND;
- To ensure that SEND pupils are involved in all aspects of school life and have equal access to all school activities;
- To publish and keep current the policy for pupils with SEND;

## **SECTION THREE**

### **Identifying special needs and disabilities**



The SEND Code of Practice (2014) defines SEND as below:

“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.” (p15)

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she have:

- (a) a significantly greater difficulty in learning than the majority of others of the same age; or

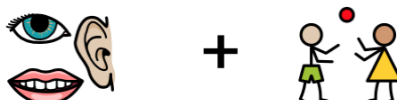


(b) a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." (p16)

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)". (p16)

The SEND Code of Practice (2014) describes four broad categories of need:

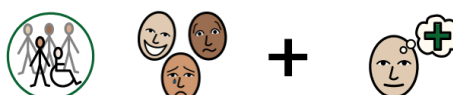
### **Communication and interaction**



### **Cognition and learning**



### **Social, emotional and mental health**



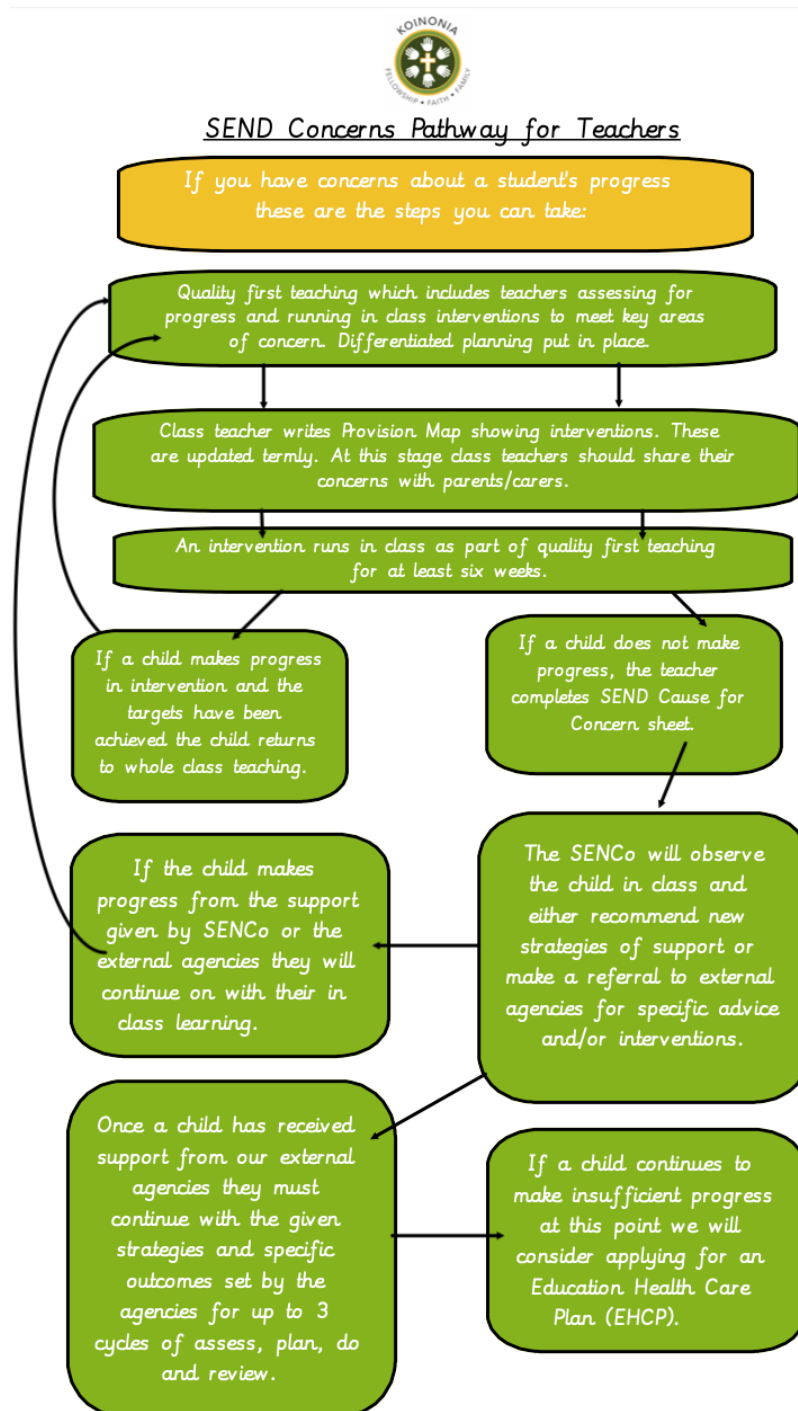
### **Sensory and / or physical needs**



These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child, which will include not just the special educational needs of the child or young person.

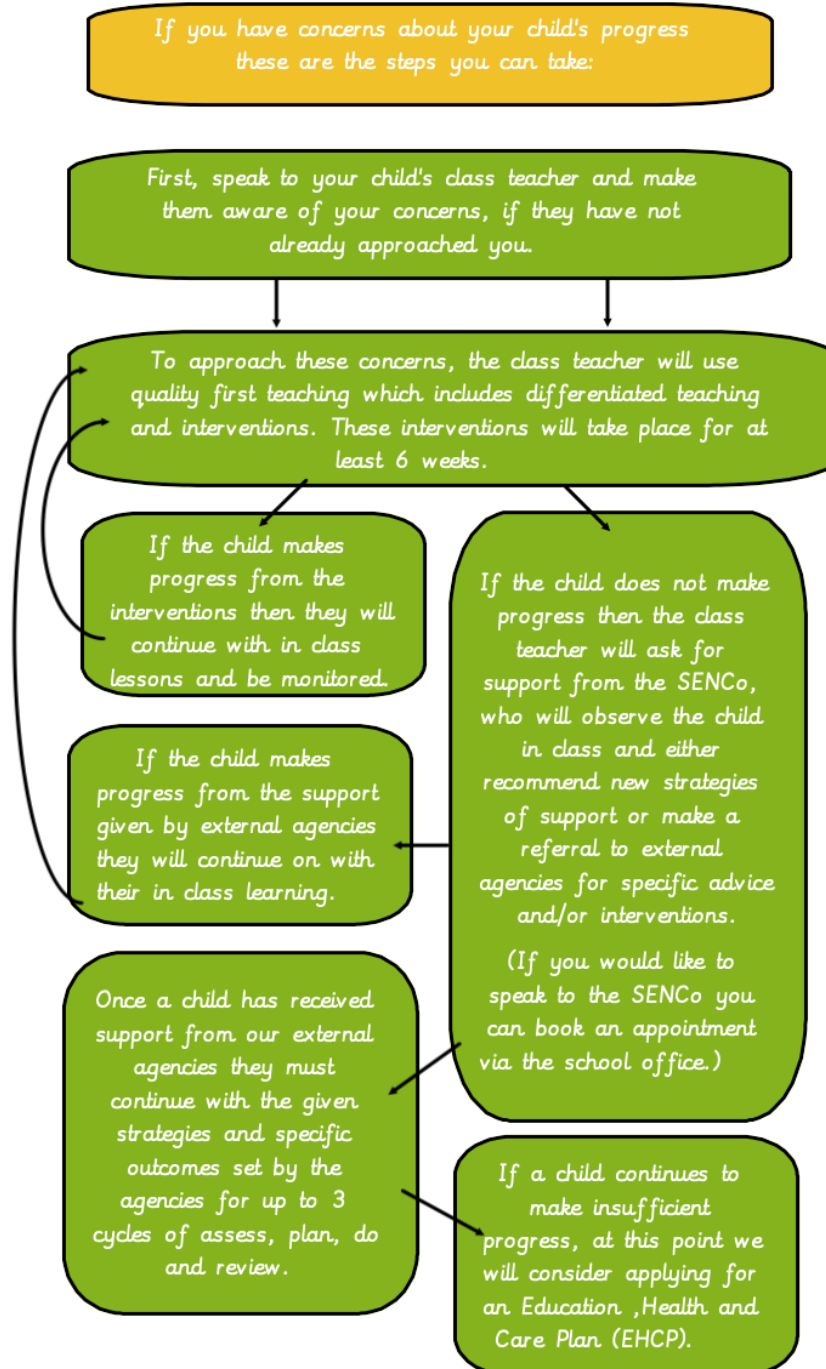
## SECTION FOUR

### Process for identification of SEND pupils





### SEND Concerns Pathway for Families

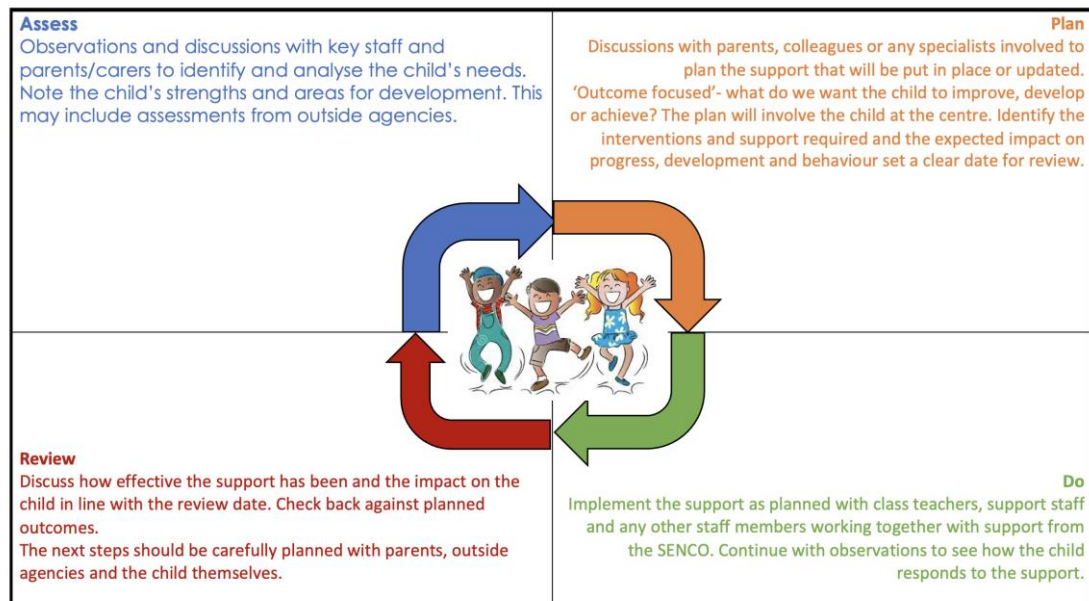


### **How pupils with SEND are reviewed and monitored**

Across all our phases, teachers monitor all students' progress regularly using 'Assessment for Learning.' This means that they are continually assessing gaps in learning and adapting their planning to meet these gaps.

## SECTION FIVE

### Managing pupil needs on the Record of Provision/ Record of Need



#### Involving external agencies:

In our federation we work closely with the following services:

- ASD Outreach
- Beanstalk Readers
- CAMHS
- CENMAC
- Educational Psychology Service
- Greenwich Local Authority Services
- Greenwich Sensory Team
- Oxleas (School nurses, Occupational Therapists and Physiotherapists)
- Oxleas Speech and Language Therapists
- Social Communication Project
- STEPs
- Virtual Schools
- Waterside Outreach Service

A comprehensive list of services is accessible on the Royal Borough of Greenwich [Special Educational Needs and Disability Information Advice and Support Service \(SENDIASS\)](#) website.

Before engaging the support of these external agencies parental permission is sought. Specialists will work with a child to understand their needs and make recommendations which include:

- Making changes to the way that your child is supported in class.
- Support to set targets which will include their specific professional expertise.
- Intervention groups run by school staff under the guidance of the relevant specialist.
- Individual work with the specialist or school staff.
- Liaising with parents to support at home as well as in school.

### **Identifying the need for additional funding and support from the local authority**

If a pupil makes insufficient progress after an appropriate number of assess, plan, do, review cycles have been implemented and any external agency support provided, then the following steps will be taken to apply for additional support above 20 hours:

- Following the participation and inclusion of all parties mentioned above, targets are set with due regard to professional guidance
- The class teacher remains responsible for planning for, working for and delivering adaptive teaching for the child.
- Class teacher, support staff and / or other professionals provide evidence of progress.
- SENCo monitors provision and reviews progress.
- Targets are reviewed with all parties.
- A Pupil Profile will be drawn up by the SENCo to include information from the child, parents / carers and school staff and professionals to identify the pupil's strengths, aspirations and preferences, as well as areas for development.
- If progress is insufficient an Education, Health and Care Plan (EHC plan) may be requested from the LA.
- A Team Around the Child (TAC) meeting may then be held for all parties, to gain consensus and identify the way forward, before requesting the EHC Plan.

## **Requesting an EHC Plan**

The special educational needs of the majority of children should be met effectively within the classroom settings through the school's provision without the local education authority needing to make a EHC Needs Assessment. However, in a very small number of cases the LA will need to conduct a needs assessment of special educational needs and then consider whether or not to issue an EHC plan.

A needs assessment involves consideration by the LA, working co-operatively with parents, school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If so, then conducting an assessment, in close collaboration with parents, school and other agencies. Statutory assessment itself will not always lead to an EHC Plan.

But the information gathered during assessment may indicate other ways in which the school can meet the child's needs without the need for any special educational provision to be determined by the LA through an EHC plan.

An application for statutory assessment can arise as:

- a request for an assessment by the school or setting, when a pupil profile is submitted
- a request for an assessment from a parent

If a request for an EHCP is refused the parent(s) or carer(s) have the right to appeal to a tribunal if they wish to contest the decision. The LA has an appointed Parent Partnership Officer to advise parents about their rights in such a situation.

## **SECTION SIX**

### **How the support for SEND pupils looks in St Mary Magdalene and Christ Church Schools**



Our schools endeavour to include the child with SEND in all aspects of the curriculum.

A whole school approach promoting inclusion is adopted and most children's needs are met within the classroom. This is achieved by providing opportunities for success,

adapting resources and the curriculum, where appropriate, and setting clear targets. Targets may appear on the pupil's Personalised Learning Plan or additionally on programmes provided by external agencies. e.g. SALT reports. Adaptive teaching may be through tasks set, outcome, questioning or additional support in the form of resources, or staff, or peer group.

Where appropriate, additional adult support is provided for children with SEND within the class or, on occasion, on a withdrawal basis, depending on need. Specialist resources and materials are readily available from the SENCO and subject co-ordinators. Advice and resources may also be provided by external agencies.

When drawing up outcomes for a student's Personalised Learning Plan the class teacher will work closely with the student's parents, the SENCO and/or support staff, where appropriate. Outcomes are manageable and concise and attempt to provide strategies to address difficulties. Where possible, the child is involved in Outcomes setting. An agreement is reached about how Outcomes are to be carried out and by whom. Parents are also informed of the Outcomes set and given a copy of their child's Personalised Learning Plan.

The targets and programmes are not the total education offered to the child but are a means by which the child can be supported and the difficulties he/she may be experiencing can be addressed.

If children have an EHC Plan, an annual review of the child's EHC Plan takes place. The LA's Assessment and Review Officer will attend if a change to provision is requested or if it is a Transition Review.

### **Additional support for learning that is available for pupils with SEND**



All of our SEND pupils are invited on school trips, including trips abroad and residential, and are invited to join our after-school clubs.

SEND pupils are also given the same opportunities as their peers to run for student leadership positions such as School Council, Pupil Faith Team, House Captains and

Vice-Captains, and Junior Travel Ambassadors. All students participate in school events such as Sports Day, themed days and Enrichment weeks. Activities included in these events are adapted as necessary to enable participation of all.

Across our Federation, we have provided many additional learning opportunities for pupils with SEND including special ASD friendly cinema viewings, sports days at St Paul's Academy, swimming lessons at Charlton Park Academy, dance therapy students from Goldsmiths University, therapeutic music and art Interventions and off-site outdoor learning experiences.

## **SECTION SEVEN**

### **Supporting pupils and their families**



#### **Links to support and advice**

The link for the Royal Borough of Greenwich Local Offer for parents / pupils can be found [here](#).

Links to other agencies can be found on the [Royal Borough of Greenwich website](#) and are detailed in Appendix 1.

#### **Admission Arrangements**

The Governing Body has drawn up an admissions policy, which has been approved by the Local Authority and the Southwark Diocesan Board of Education. This policy can be found on the school website. The policy has due regard for the guidance in the SEND Code of Practice.

Arrangements for the admission of children with additional needs who do not have a EHC Plan, and who fulfil the usual criteria for admission, do not differ from the arrangements for the other pupils. With regard to pupils with an EHC Plan, reasonable steps will be taken to ensure that the child's inclusion would be compatible with the efficient education of others.



## **SEND access for exams and other assessments**

Pupils with SEND are given appropriate resources to enable them to sit exams and assessments accordingly. The SENCo has the responsibility for organising this in collaboration with the Headteachers.

## **Transition**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible;

Where possible, transition meetings are arranged between the previous educational setting, our SENCos and the student's parents to share the best ways to support their needs.

If your child is moving to another school, we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school all of our pupils are prepared for transitions through targeted work and visits to their new classrooms. Your child may be provided with a transition photo book to help prepare them for their new school year.

In preparation for secondary transfers, our SENCos attend the Greenwich Primary Transition Day to discuss the specific needs of children with SEND.

Your child may benefit from a transition intervention, to support their understanding of the changes ahead. Where possible your child will visit their new school and in some cases staff from the new school will visit your child. There is a secondary transition programme in place for children moving from our primary phase into the secondary phase.

## **SECTION EIGHT**

### **Supporting pupils at school with medical conditions**



We recognise that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan. The arrangements for supporting pupils in school with medical conditions can be found on the Federation website.

## SECTION NINE

### Monitoring and evaluation of provision

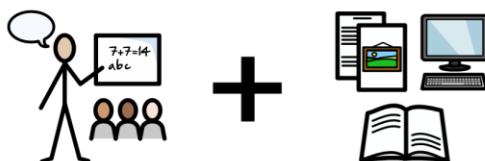


We regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We employ an active process of continual review and improvement of provision for all pupils through:

- Whole school learning walks
- Pupil, staff and parental views
- Tracking termly progress
- Observations
- Regular SENCo and SEND Governor meetings

## SECTION TEN

### Training and resources



### How SEND is funded

Special Educational Needs is funded through the delegated school's notional budget. The school budget received from Royal Greenwich LA includes money for supporting children with SEND. The total amount available for supporting children with SEND is drawn from different parts of the school budget which are determined by different factors:

- The number of pupils on roll
- The number of pupils who receive free school meals.
- Pupil Premium

The school governors set the budget in consultation with the head teachers. The sum they allocate is then used to support children with SEND in a variety of ways (additional teaching support, learning support assistants, resources, liaison and administration time). Support is allocated according to need using SEND data supplied by the SENCO. This resourcing is reviewed termly.

### **How staff training needs are identified and planned for**

Across our Federation we have an on-going programme of training in place to ensure that all staff have appropriate skills and knowledge to support provision for students with SEND.

The St Mary Magdalene Primary Assistant Headteacher for Inclusion, Julia Hoon, has complete the National Award in Special Educational Needs Coordination and has also achieved a Masters in Special and Inclusive Education at UCL.

The Christ Church SENCo, Melissa Graham, has achieved the National Award in Special Educational Needs Coordination.

The secondary SENCo, Ian Benson, has achieved the National Award in Special Educational Needs Coordination.

Our SENCOs actively engage in a range of opportunities to share best practice and keep well informed of current local and national initiatives and policies to support pupils with SEND.

The school routinely seeks advice and guidance from external agencies who also provide regular training for staff to meet the needs of children with a variety of learning needs.

The Koinonia Federation does not implement interventions and approaches such as ABA (Applied Behavioural Analysis) or Lovaas Interventions. We believe that these interventions limit a child's ability to generalize skills taught to other environments as well as excluding them from the curriculum being taught.

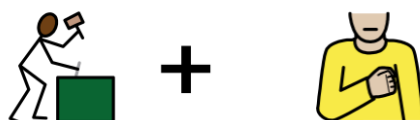
As we have an inclusive approach, we work closely with our local services. We greatly value their professional advice and believe that a working partnership with these services supports an inclusive and effective learning environment.

The link to Royal Borough of Greenwich SEND staff training programme shows the training available to staff supporting pupils with SEND:

<http://servicestoschools.royalgreenwich.gov.uk/courses>

## SECTION ELEVEN

### Roles and responsibilities



#### Role of School Governor

The Governor responsible for SEND will meet regularly with the SENCOs to monitor the school's provision for pupils with SEND.

The Governing Body and Head Teachers will ensure that it makes appropriate provision for all pupils identified as in need of special educational provision.

***The Federation Governor with responsibility for Special Educational Needs and Disability is Roger Medhurst.***

1. The governors are responsible for ensuring that there is an effective SEND policy and that its aims and procedures are followed so that:
  - a) all children have an equal right to access the curriculum
  - b) all children are valued and treated with respect regardless of class, race, gender or disability
  - c) all children have the opportunity to develop their full potential.
2. Governors have responsibility for ensuring that children with SEND are identified and their needs assessed and that children are included in identifying goals and aspirations, so that they are given the best opportunity to overcome their difficulties.
3. A governor will be appointed to have oversight of the special educational needs provision in the school.
4. Governors will ensure that financial planning has regard to the funding of the special needs of some pupils and that all special needs resources are used in the most effective way to support such pupils.

5. Governors acknowledge the importance of the role of parents in their children's education and stress the importance of keeping parents/carers wishes central to decision-making, in supporting children with special educational needs.
6. Governors are aware that all teachers need expertise in meeting special educational needs and promote the delivery of effective Inset to increase the knowledge and skills of teaching and support staff.
7. Governors have responsibility to ensure that all children are enabled to be esteemed members of the school community, to become happy, confident, independent learners and to develop sound moral values and spiritual awareness, based on Christian ethics.
8. The governing body is required to report on the implementation and the development of the SEND policy in their annual report to parents.

## **SECTION TWELVE**

### **Storing and managing information**

SEND paper documents are stored securely in locked cupboards and digital documents require a password for access.

## **SECTION THIRTEEN**

### **Reviewing the policy**

Policy review will take place either every 2 years, or where any change occurs. SMT, Governors and parents will review the policy.

## **SECTION FOURTEEN**

### **Accessibility**



### **Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAS to plan to increase over time the accessibility of schools for disabled pupils and to implement these plans. The LA's written accessibility plan can be found at:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/advice.page?id=Dpg89yKxlns>

As St Mary Magdalene schools have been newly built, we have been able to include physical accessibility into our buildings. For further details please see our Accessibility Plans on the schools' websites.

## **Identifying and Removing Barriers to Learning**

In order to comply with the SEND and Disability Act (2001), St Mary Magdalene and Christ Church schools seek to include all children with SEND into school life by making reasonable adjustments to the following three areas:

### **Curriculum provision**

Provision for pupils with SEND is a matter for the school as a whole. All pupils are entitled to a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate adaptive teaching, which may include intervention support or 1:1 support.

All staff, under the guidance of the Special Educational Needs Coordinator (SENCo) and external agencies must make reasonable adjustments to the learning environment to ensure that specific needs are addressed and all children are able to access the curriculum regardless of impairment.

This may include:

- Providing suitable adaptive teaching and activities across the curriculum;
- Providing adult support as is necessary;
- Using a range of approaches in teaching style;
- Planned use of appropriate and quality IT resources;
- Planned 'free-time' support (e.g. support at playtimes);
- Providing additional learning support resources (e.g. signs and symbols, word cards, props);
- Adapting the timetable, or modifying the curriculum, to suit the specific needs of all of the children within the class;
- Developing support displays;

- Adapting extra and additional curricular activities (e.g. school trips, school council and clubs).

We recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability.

### **Physical Environment**

The physical environment of the school promotes equal access to all facilities for all pupils, where possible. We also have a sensory room available for all children at the St Mary Magdalene sites and sensory equipment available for all children at the Christ Church site.

### **Communication with and Support for Parents and Carers**



We are committed to providing inclusive education. We value the pupil and parent voice. These are central to our planning and evaluating systems for SEND. We aim to work closely with parents at all stages in a child's education, keeping them informed and up to date as to their child's progress. Parent consultation sessions and individual meetings form the basis of effective communication with pupils and parents.

At any point, parents and child should feel able to approach either the class teacher or SENCo to discuss any concerns or issues. Meetings with the SENCo can be made via the school office.

The Local Authority also provides a service offering independent support for parents and carers of children with Special Educational Needs and Disability: Special Education Needs and Disability Information, Advice and Support Service (SENDIASS).

[https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/service.page?id=qiyJI\\_I5DhY](https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/service.page?id=qiyJI_I5DhY)

## **SECTION FIFTEEN**

### **Dealing with complaints**

- The schools' complaint procedures are set out in the school prospectus.

- If a SEND parent has a complaint, then the following procedure is to be followed:
- To meet with the Class teacher, SENCo and/or Head Teacher to communicate the complaint;
- Parents will be involved at all stages of investigation to resolve the complaint
- If parents are not satisfied with the resolution, to proceed with the complaint, in writing, to the Chair of Governors. The Chair will then investigate the complaint and take necessary action.

## SECTION SIXTEEN

### Bullying

We recognise that vulnerable learners may be subject to bullying and we deal with this immediately. The 'Anti-Bullying Policy' can be found on the Federation website.

## SECTION SEVENTEEN

### Appendices:

The appendices provide additional information of interest.

Appendix 1:	List of external agencies
Appendix 2:	Web links to the school's Local Offer and other relevant policies.
Appendix 3:	Glossary of terms

### Appendix 1 - List of external agencies:

External support services play an important part in helping the school identify, assess and make provision for SEND pupils.

The following sources are some of which the school use to seek external support:

<b>ASD Outreach</b> Professional Development Centre Eltham Foundation School complex, Middle Park Avenue, London, SE9 5HH	Support and advice to staff and parents for children diagnosed as on the Autistic Spectrum.
<b>Behaviour Support Service</b>	Support to help pupils avoid exclusion.
<b>CAMHS</b> Bexley and Greenwich Child and Adolescent Mental Health Service Memorial Hospital	Support and advice for Children 0-19 with emotional and behavioural problems.



Shooters Hill London SE18	
<b>CENMAC</b> Charlton Park Academy Charlton Park Rd London	Support for pupils with physical disabilities.
<b>Child Development Team</b> Wensley Close, Eltham, London SE9 5AB	Support, advice, diagnosis and assessment for children 0-19.
<b>CWD</b> Children with Disabilities Team Wensley Close London SE9 5AB	Support and advice for looked after children with SEND.
<b>Education Psychology Services</b> The Woolwich Centre 35 Wellington Street Woolwich London SE18	Support in assessing and advising for individual children and whole school needs.
<b>Granville Consultancy</b>	Counselling in school for pupils and their parents who may need this support.
<b>Greenwich Mencap</b> Greenwich Forum SE10	Support for parents/carers and students with disabilities
<b>National Autistic Society</b>	Support for parents of children with Autism.
<b>Occupational Therapy Dept. (Paediatric),</b> Goldie Leigh, Lodge Hill, Abbey Wood, London, SE2 OAY	Support for pupils with motor control difficulties.
<b>Sensory Support Service</b> Professional Development Centre Eltham Foundation School complex, Middle Park	Support for pupils with visual impairment from birth to 19 years. Support for hearing impaired pre-school

Avenue, London, SE9 5HH	children at home with their families and students attending their local mainstream schools.
<b>Speech and Language Therapy</b> Service, Memorial Hospital Shooters Hill, London, SE18 3RZ	Support for pupils with speech, language and communication difficulties.
<b>STEPS</b> Professional Development Centre Eltham Foundation School complex, Middle Park Avenue, London, SE9 5HH	Support and training for staff in providing for children with SpLD and other needs. Also, provides individualised teaching programmes for use in school.
<b>Waterside Outreach Service</b> Waterside School Robert Street Plumstead SE18	Behaviour support for pupils, school staff and parents.
<b>Women's Aid</b>	Support for children witnessing domestic violence.

## Appendix 2 – Web links to relevant policies

<a href="#">Federation Website</a>
<a href="#">Accessibility Plans</a>
<a href="#">Anti-Bullying Policy</a>
<b>Local Offer</b> <ul style="list-style-type: none"> <li>• <a href="#">St Mary Magdalene</a></li> <li>• <a href="#">Christ Church</a></li> </ul>
<a href="#">Safeguarding Policy</a>
<a href="#">Schools SEN Information Report Regulations (2014)</a>
<a href="#">SEND Code of Practice, 0-25 guidance (January 2015)</a>
<a href="#">SEND Code of Practice, parents guide (March 2015)</a>
<a href="#">Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)</a>
<a href="#">Teachers Standards 2012</a>
<a href="#">Equality Act 2010: advice for schools DfE (May 2014)</a>
<a href="#">The National Curriculum in England Key Stage 1 and 2 framework document (December 2014)</a>
<a href="#">Royal Borough of Greenwich, Local Offer</a>
<a href="#">Royal Borough of Greenwich SEND information</a>
<a href="#">Royal Borough of Greenwich SEND Staff Training programme</a>

### Appendix 3 - Glossary of terms.

TERM	MEANING
CC	Christ Church school
Local Offer	The Local Offer sets out to transform the landscape of special educational needs and disability provision to ensure that all children with SEND can enjoy a high quality educational experience and work towards positive life outcomes and opportunities. At its heart is the importance of Choice & Control for parents and carers over the services they choose for their child with SEND. Parents & Carers of children with SEND can search for specialist services that meet their needs, identified through person-centered planning.
LSA	Learning Support Assistant, often work 1:1 with a pupil or run interventions
SENCo	Special Educational Needs Co-Ordinator
SEND	Special Educational Needs and Disability
SMM P	St Mary Magdalene school, Peninsula
SMM W	St Mary Magdalene school, Woolwich
TA	Teaching Assistant, usually support the class teacher in the education of pupils