



Policy for Inclusion and Special Educational Needs

This policy applies to Steephill School, including the EYFS setting.

Reviewed and approved by Full Governing body:

Next review due: September 2027

Updated: Claire Ross September 2026

Key Contacts

Contact	Details
SENDCo	Claire Ross
Email	claireross@steephill.co.uk
Telephone	01474 702107
SEND Appointments	Tuesday
Headteacher	Helen Millward
School Office	01474 702107
Kent Local Offer	www.kent.gov.uk/education-and-children/special-educational-needs

School Vision

At Steephill School we believe that every child has the right to achieve their full potential within an inclusive, nurturing and ambitious learning community. We are committed to ensuring every pupil feels safe, valued and respected regardless of ability, disability or additional need. We recognise that children learn in different ways and therefore provide a broad, balanced and adaptive curriculum that enables every learner to flourish academically, socially and emotionally. Our aim is not simply to support children with Special Educational Needs and Disabilities (SEND), but to remove barriers to learning, develop independence, build resilience and prepare every child for the next stage of education and later life. We value genuine partnership with parents, pupils, governors and external professionals, recognising that successful outcomes are achieved through collaboration, high aspirations and shared responsibility.

1. Aims

Steephill School aims to:

- identify pupils with SEND as early as possible
- ensure every pupil receives high-quality adaptive teaching
- provide an inclusive environment where every child belongs
- ensure pupils with SEND access the full curriculum alongside their peers wherever possible
- remove barriers to learning through reasonable adjustments and evidence-informed practice
- promote independence, confidence and resilience
- ensure pupils are fully prepared for their next stage of education and adulthood
- work collaboratively with parents and carers through genuine co-production
- involve pupils in decisions affecting their education
- ensure all staff understand their responsibilities for pupils with SEND

- monitor the effectiveness of provision through the Graduated Approach (Assess–Plan–Do–Review)
- ensure statutory duties are met through the school's best endeavours.

2. Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- School Admissions Code
- School Information Regulations
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Teachers' Standards
- Early Years Foundation Stage Framework

The policy also reflects:

- Kent County Council SEND Guidance
- Countywide Approach to Inclusive Education (CATIE)
- Kent Mainstream Core Standards
- Kent Local Offer
- Ofsted Education Inspection Framework
- Area SEND Inspection Framework
- Independent Schools Inspectorate (ISI) inspection expectations regarding inclusion, safeguarding, teaching, leadership and pupil wellbeing.

3. Definition of SEND

A child or young person has Special Educational Needs if they have:

"A learning difficulty or disability which calls for special educational provision to be made for them."

A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally available for children of the same age.

Definition of Disability

Under the Equality Act 2010 a person has a disability if they have:

"A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

Steephill School recognises that many pupils with SEND are also disabled under the Equality Act 2010. However, not every disabled pupil has SEND and not every pupil with SEND is disabled.

The school is committed to making reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

4. The Four Broad Areas of Need

Provision is made for pupils whose needs fall within one or more of the four broad areas identified within the SEND Code of Practice.

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Support may include:

- visual supports
- communication strategies
- structured routines
- social communication programmes
- Speech and Language Therapy recommendations.

Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Developmental Language Disorder
- Moderate Learning Difficulties
- Specific Learning Difficulties

Provision may include:

- precision teaching
- adaptive teaching
- scaffolded learning
- pre-teaching
- overlearning
- structured interventions.

Social, Emotional and Mental Health

Including pupils experiencing:

- anxiety
- emotional regulation difficulties
- ADHD
- ADD
- attachment needs

- trauma
- mental health needs.

Support may include:

- mentoring
- emotional regulation programmes
- nurture provision
- counselling
- structured pastoral support.

Sensory and/or Physical Needs

Including:

- Hearing Impairment
- Visual Impairment
- Physical Disabilities
- Medical Needs
- Sensory Processing Difficulties

Provision may include:

- specialist equipment
- environmental adaptations
- occupational therapy programmes
- physiotherapy programmes
- accessibility adjustments.

5. Our Inclusive Ethos

Steephill School believes that every teacher is a teacher of pupils with SEND.

High-quality adaptive teaching remains the first response to meeting pupils' needs.

Additional interventions will never replace high-quality classroom teaching but instead complement and strengthen it.

We are committed to:

- promoting equality of opportunity
- eliminating discrimination
- fostering positive relationships
- celebrating diversity
- developing independence
- raising aspirations for every learner.

Children with SEND are encouraged and supported to participate fully in every aspect of school life including:

- clubs
- educational visits
- residential experiences
- performances
- sporting events
- leadership opportunities.

Where necessary, individual risk assessments and reasonable adjustments are made to enable full participation.

6. Objectives

The school will:

- identify need early
- work collaboratively with families
- provide evidence-informed interventions
- regularly evaluate impact
- adapt provision according to need
- ensure staff receive high-quality professional development
- deploy resources effectively
- monitor outcomes for all pupils with SEND
- prepare pupils successfully for transition
- continually improve inclusive practice through self-evaluation.

7. Roles and Responsibilities

Effective provision for pupils with SEND is the responsibility of the whole school community. Whilst the SENDCo provides strategic leadership, every member of staff shares responsibility for ensuring pupils with SEND achieve the best possible outcomes.

Headteacher	Helen Millward	head@steephill.co.uk
-------------	-------------------	----------------------

SENDCo Claire Ross claireross@steephill.co.uk • 01474 702107

SEND Governor Jenny Smith-Spark Via the School Office

7.1 The Governing Body

The Governing Body is responsible for ensuring that Steephill School meets its statutory duties under the Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice.

Governors will:

- ensure the school fulfils its statutory responsibilities regarding SEND;
- appoint a named SEND Governor;
- monitor the effectiveness and quality of SEND provision;
- ensure appropriate resources are allocated to support pupils with SEND;
- receive regular reports regarding SEND outcomes, attendance, behaviour, wellbeing and progress;
- ensure the SEND Policy and SEND Information Report are reviewed annually;
- ensure reasonable adjustments are made for disabled pupils;
- monitor compliance with safeguarding responsibilities for vulnerable learners;
- support leaders in promoting an inclusive culture throughout the school.

7.2 Headteacher

The Headteacher has overall responsibility for ensuring the school meets its statutory obligations.

The Headteacher will:

- provide strategic leadership for inclusion;
- ensure SEND remains central to school improvement;
- work closely with the SENDCo and Governors;
- ensure sufficient staffing and resources are available;
- oversee the effective deployment of the school's SEND budget;
- ensure staff receive appropriate training;
- monitor the quality of teaching for pupils with SEND;
- ensure safeguarding procedures support vulnerable pupils;
- promote high expectations for every learner.

7.3 Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo at Steephill School is: **Claire Ross**

The SENDCo is responsible for the strategic development and day-to-day operation of SEND provision throughout the school.

The SENDCo will:

- oversee implementation of this policy;
- maintain the SEND Register;
- coordinate the Graduated Approach;
- advise teachers regarding adaptive teaching;
- support staff in identifying barriers to learning;
- coordinate provision for pupils with SEND;
- monitor the quality and impact of interventions;
- liaise with parents and carers;
- coordinate annual reviews for pupils with Education, Health and Care Plans (EHCPs);
- work collaboratively with external agencies;
- ensure staff receive appropriate professional development;
- monitor pupils' progress and outcomes;
- contribute to school improvement planning;
- advise Governors and Senior Leaders on SEND developments;
- ensure statutory responsibilities are fulfilled;
- maintain accurate SEND records;
- coordinate transition arrangements;
- promote inclusive practice across the school.

The SENDCo and SEN assistants work closely with teachers, teaching assistants, families and external professionals to ensure provision is both effective and responsive to individual need.

7.4 Teachers

Every teacher is responsible and accountable for the progress and development of every pupil within their class, including those with SEND.

Teachers will:

- provide high-quality adaptive teaching;
- maintain high expectations for every pupil;
- identify emerging barriers to learning;
- implement strategies identified through Personalised Plans;
- monitor progress through ongoing assessment;
- contribute to Assess–Plan–Do–Review meetings;
- work collaboratively with teaching assistants;
- communicate regularly with parents;
- seek advice from the SENDCo where concerns arise;
- evaluate the effectiveness of classroom provision before requesting additional intervention.

High-quality classroom practice remains the foundation of SEND provision.

7.5 Teaching Assistants and SEND Assistants

Teaching Assistants are deployed to promote independence rather than dependence.

Support staff will:

- deliver interventions under teacher guidance;
- reinforce classroom learning;
- provide appropriate scaffolding;
- encourage independence and resilience;
- contribute to pupil observations;
- feedback progress to teachers and the SENDCo;
- support implementation of Personalised Plans;
- attend relevant training.

Teaching Assistants work under the direction of the class teacher, who remains responsible for pupil progress.

7.6 Parents and Carers

Parents are recognised as experts in understanding their child.

Steeptill School values genuine co-production and seeks to build positive relationships based upon openness, trust and shared responsibility.

Parents are encouraged to:

- share concerns promptly;
- attend review meetings;
- contribute to target setting;
- support agreed strategies at home;
- inform school of relevant assessments or medical information;
- celebrate progress alongside school staff.

Parents are kept informed throughout the Graduated Approach and receive copies of relevant plans and review documentation.

7.7 Pupils

Children are central to all decision making.

Pupil voice is gathered through:

- conversations;
- review meetings;
- personalised planning;
- questionnaires;
- visual communication methods where appropriate;
- observations of preferences and learning styles.

Where appropriate, pupils contribute to target setting and reviewing their own progress, helping develop independence and self-advocacy.

8. Admissions

Steepphill School welcomes applications from children with SEND.

Admissions are managed fairly and in accordance with:

- Equality Act 2010
- School Admissions Code
- SEND Code of Practice

Admission decisions are never made solely because a child has SEND or a disability.

Prior to admission, the school seeks relevant information from parents and previous settings to ensure suitable provision can be planned from the outset.

Where additional needs are identified, transition planning begins before the child starts school.

9. Accessibility

Steepphill School is committed to ensuring disabled pupils are not disadvantaged.

The school will make reasonable adjustments to:

- the curriculum;
- the physical environment;
- communication;
- teaching resources;
- assessment arrangements;
- educational visits;
- extracurricular activities.

The Accessibility Plan is reviewed regularly and sets out how accessibility will continue to improve. Where specialist equipment is recommended, the school will endeavour to secure appropriate resources wherever reasonably practicable.

10. The Graduated Approach

Steeptill School follows the Graduated Approach described within the SEND Code of Practice.

Provision follows four continuous stages:

Assess

↓

Plan

↓

Do

↓

Review

This cycle enables provision to remain responsive to pupils' changing needs.

The process is collaborative and involves:

- teachers;
- parents;
- pupils;
- the SENDCo;
- external professionals where appropriate.

11. Early Identification

Early identification is fundamental to achieving positive outcomes.

Children are monitored from entry into school through:

- transition information;
- baseline assessments;
- teacher observations;
- discussions with parents;
- previous educational records;
- EYFS assessments;
- ongoing formative assessment;
- standardised assessments;
- pastoral observations.

Teachers remain alert to pupils who:

- make slower progress than peers;
- fail to make expected progress;
- experience increasing attainment gaps;
- present social or emotional concerns;
- demonstrate communication difficulties;
- experience sensory or physical barriers.

Identification does not rely solely upon diagnosis.

The school recognises that some pupils require additional support despite not having a formal medical diagnosis.

Likewise, a diagnosis alone does not automatically result in placement on the SEND Register.

12. SEND Register

Placement on the SEND Register occurs where a pupil requires provision that is additional to or different from that ordinarily available through high-quality classroom teaching.

The Register is reviewed regularly by the SENDCo.

Children may move:

- onto the Register;
- between levels of support;
- off the Register,

depending upon progress and ongoing need.

This reflects the fluid nature of children's development rather than fixed categories.

Parents are fully involved in any decisions regarding changes to SEND status.

13. Quality First Teaching

Quality First Teaching is the first response to meeting pupils' needs.

At Steephill School this includes:

- adaptive teaching;
- clear learning intentions;
- explicit instruction;
- scaffolded learning;
- vocabulary development;
- retrieval practice;
- flexible grouping;
- pre-teaching;
- overlearning;
- visual supports;
- modelling;
- opportunities for repetition;
- differentiated questioning;
- assistive technology where appropriate.

Teaching is continually reviewed to ensure it remains inclusive and ambitious.

14. Adaptive Teaching

Teachers routinely adapt learning through:

- visual timetables;
- coloured overlays;
- enlarged print;
- movement breaks;
- processing time;
- chunked instructions;
- task boards;
- sensory supports;
- alternative recording methods;
- flexible seating;

- structured routines;
- reduced cognitive load;
- positive behaviour support strategies.

These adaptations form part of ordinarily available provision before more specialist interventions are considered.

15. Universal, Targeted and Specialist Provision

Provision operates across three levels.

Universal Provision

Available to every pupil through inclusive classroom practice.

Examples include:

- adaptive teaching;
- high-quality feedback;
- classroom resources;
- inclusive curriculum;
- effective behaviour support.

Targeted Provision

Additional interventions for pupils requiring short-term support.

Examples include:

- Rapid Reading
- Toe by Toe
- Animaphonics
- Plus 1
- LEGO Therapy
- Clever Fingers
- Fine Motor programmes
- BEAM
- Speech and Language programmes
- Social and Emotional interventions
- Nurture support
- Precision Teaching

Specialist Provision

Where necessary, support may involve specialist external professionals including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Teaching and Learning Service
- Paediatricians
- CAMHS
- Early Help

- Counselling services

Recommendations from external professionals are integrated into classroom practice wherever appropriate. Some of these services are payable by the parent.

16. Assessing, Planning, Reviewing and Evaluating Provision

Steeplehill School uses a cyclical and evidence-informed approach to assessing and evaluating SEND provision through the **Assess–Plan–Do–Review (APDR)** process. This ensures that support remains responsive, effective and centred on the individual needs of each pupil.

Assess

Assessment is based on a wide range of evidence, including:

- teacher assessment and professional judgement;
- formative and summative assessment data;
- standardised assessments where appropriate;
- observations within the classroom and wider school environment;
- discussions with parents and carers;
- pupil voice;
- attendance, behaviour and wellbeing information;
- reports from external professionals.

The school recognises that progress should be considered across academic achievement, communication, independence, emotional wellbeing, behaviour, social development and preparation for future learning.

Plan

Following assessment, outcomes are agreed collaboratively with parents, pupils (where appropriate), teachers and the SENDCo.

Plans identify:

- strengths;
- identified barriers to learning;
- agreed outcomes;
- classroom adaptations;
- interventions;
- responsibilities of staff;
- parental support;
- review dates;
- success criteria.

Targets are SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Do

The class teacher remains responsible for implementing agreed provision.

Teaching assistants work under the direction of the class teacher and support delivery of interventions without replacing high-quality classroom teaching.

The SENDCo provides advice, coaching and monitoring throughout implementation.

Review

Progress is reviewed regularly using:

- assessment information;
- intervention evaluations;
- pupil voice;
- parent feedback;
- teacher observations;
- attendance;
- behaviour;
- wellbeing indicators.

Provision is adapted where necessary to ensure pupils continue to make progress towards agreed outcomes.

17. Personalised SEND Plans

Where pupils require SEND Support, an individual Personalised Plan is developed.

The plan will include:

- pupil profile;
- strengths and interests;
- identified needs;
- outcomes;
- classroom strategies;
- interventions;
- reasonable adjustments;
- staff responsibilities;
- review date.

Plans are reviewed at least three times each academic year, although reviews may take place more frequently where necessary.

Parents receive copies of all updated plans.

18. Education, Health and Care Plans (EHCPs)

Where a pupil has an Education, Health and Care Plan, Steephill School will ensure all statutory duties are fulfilled.

The school will:

- implement all specified educational provision;
- monitor progress towards EHCP outcomes;
- work collaboratively with the Local Authority and external agencies;
- prepare and submit Annual Review documentation;

- ensure pupils and parents contribute fully to the review process;
- support transition planning from Year 5 onwards in accordance with statutory guidance.

The Annual Review focuses on:

- progress towards outcomes;
- effectiveness of provision;
- future aspirations;
- preparation for adulthood;
- any amendments required to the EHCP.

19. Working in Partnership with Parents and Carers

Steephill School recognises parents as equal partners in their child's education.

We are committed to genuine co-production throughout every stage of the Graduated Approach.

Parents are encouraged to contribute through:

- review meetings;
- parents' evenings;
- SEND review meetings;
- Annual Reviews;
- telephone conversations;
- email communication;
- informal discussions;
- questionnaires.

Parents are informed promptly where concerns arise and are involved in decisions before significant changes to provision are made.

Where additional assessments are recommended, parents will receive clear explanations regarding:

- why the assessment is needed;
- expected outcomes;
- possible next steps.

Information is provided in accessible formats wherever required.

20. Pupil Voice

The views of pupils are central to decision-making.

Pupils are encouraged to express:

- what helps them learn;
- their aspirations;
- worries or concerns;
- preferred methods of support;
- views regarding interventions;
- opinions about their progress.

Depending upon age and need this may include:

- conversations;

- questionnaires;
- drawings;
- photographs;
- visual communication systems;
- pupil profiles;
- contribution to review meetings.

Developing self-advocacy is viewed as an essential life skill.

21. Expertise and Staff Development

Steephill School is committed to continual professional development.

Training is informed through:

- school self-evaluation;
- pupil needs;
- new legislation;
- educational research;
- Local Authority guidance.

Current staff expertise includes training in:

- Autism
- Dyslexia
- Speech and Language
- LEGO Therapy
- Emotional Regulation
- ADHD awareness
- Mental Health
- Precision Teaching

Where specialist knowledge is required, the school commissions advice and training from external professionals.

22. Working with External Agencies

Effective multi-agency working is essential to securing positive outcomes.

The school works collaboratively with:

- Educational Psychologists;
- Specialist Teaching and Learning Service;
- Speech and Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Paediatricians;
- CAMHS;
- Early Help;
- School Nursing Service;
- Social Care;
- Independent specialists where appropriate.

Recommendations are incorporated into classroom practice wherever possible.

23. Supporting Emotional Wellbeing

Positive emotional wellbeing underpins successful learning.

Universal support includes:

- positive relationships;
- PSHE;
- restorative approaches;
- wellbeing activities;
- behaviour curriculum;
- nurturing classroom environments.

Additional support may include:

- mentoring;
- counselling;
- nurture sessions;
- emotional regulation programmes;
- individual pastoral support;
- referral to external agencies.

Where mental health difficulties significantly affect learning, these are considered within the Graduated Approach.

24. Transition Arrangements

Effective transition planning reduces anxiety and promotes successful learning.

Transitions include:

- Preschool to EYFS;
- between year groups;
- in-year admissions;
- transition to secondary school.

Support may include:

- additional visits;
- transition booklets;
- photographs;
- social stories;
- meetings with parents;
- information sharing;
- visits by receiving schools;
- personalised transition plans.

Where pupils have SEND, planning begins early and involves all relevant professionals.

25. Accessibility and Equality

Steepphill School is committed to eliminating discrimination and promoting equality.

Reasonable adjustments may include:

- adapted teaching resources;
- access arrangements;

- specialist equipment;
- physical adaptations;
- alternative communication methods;
- flexible timetables where appropriate.

The school reviews its Accessibility Plan regularly to ensure continuous improvement.

26. Funding

SteePhill School is committed to providing high-quality support for pupils with Special Educational Needs and Disabilities (SEND). The school allocates appropriate resources to ensure pupils can access high-quality teaching, reasonable adjustments and targeted support in accordance with their individual needs.

Resources are allocated following regular assessment and review and may include:

- high-quality adaptive teaching;
- teaching assistant support within the classroom;
- targeted intervention programmes;
- staff training and professional development;
- reasonable adjustments to teaching, learning and the school environment;
- advice and guidance from external professionals, where appropriate.

The Governing Body and Headteacher monitor SEND provision regularly to ensure that resources are used effectively and that pupils receive appropriate support to enable them to make good progress.

Where a pupil requires specialist equipment, assistive technology, individual therapy, one-to-one support or other provision beyond the school's ordinarily available SEND provision, the school will discuss these needs with parents on an individual basis. In such circumstances, parents may be asked to fund the purchase, hire or provision of specialist equipment or services. Any such arrangements will be agreed transparently with parents in advance and reviewed regularly to ensure they continue to meet the pupil's needs.

Where a pupil has an Education, Health and Care Plan (EHCP), Steephill School will work collaboratively with parents, the relevant Local Authority and any external agencies to implement the educational provision specified within the plan. Funding arrangements relating to an EHCP will be agreed between the relevant parties where applicable.

SteePhill School remains committed to fulfilling its obligations under the Equality Act 2010 by making reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage. Decisions regarding additional specialist provision will always be made in partnership with parents, taking into account the individual needs of the pupil and the resources required to support their education.

27. Evaluating the Effectiveness of SEND Provision

Senior leaders, Governors and the SENDCo evaluate provision through:

- pupil progress data;
- intervention evaluations;
- lesson observations;
- learning walks;
- book scrutiny;
- pupil voice;
- parent feedback;
- attendance;
- behaviour data;
- exclusion data;
- staff feedback;
- Annual Reviews;
- SEND Register analysis.

Evaluation informs future school improvement priorities.

28. Complaints

SteePhill School aims to resolve concerns quickly and collaboratively.

Parents should raise concerns in the following order:

1. Class Teacher
2. SENDCo
3. Headteacher
4. Chair of Governors

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Where appropriate, parents may seek support from **Information, Advice and Support Kent (IASK)** before pursuing formal routes.

Parents retain statutory rights of appeal regarding:

- Education, Health and Care Plans;
- disability discrimination;
- decisions made by the Local Authority.

29. SEND Information Report

In accordance with the SEND Regulations 2014, Steephill School publishes an annual SEND Information Report on its website.

The report includes information about:

- types of SEND supported;
- identification procedures;
- assessment arrangements;
- graduated approach;
- interventions;
- accessibility;

- expertise of staff;
- involvement of parents;
- pupil participation;
- transition arrangements;
- complaints procedures;
- the Kent Local Offer;
- contact details for the SENDCo.

The report is reviewed annually or sooner if legislation changes.

30. Monitoring and Review of this Policy

This policy is reviewed annually by:

- Headteacher;
- SENDCo;
- Governing Body.

The review considers:

- legislative updates;
- inspection findings;
- Local Authority guidance;
- pupil outcomes;
- stakeholder feedback;
- school improvement priorities.

The policy may also be updated at any point where statutory guidance changes.

31. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health and Wellbeing Policy
- Intimate Care Policy
- Anti-Bullying Policy
- Complaints Policy
- Data Protection Policy
- Health and Safety Policy

Appendix 1 – Common SEND Acronyms

Acronym Meaning

SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Coordinator
APDR	Assess, Plan, Do, Review
EHCP	Education, Health and Care Plan
SLCN	Speech, Language and Communication Needs
ASC	Autism Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
SEMH	Social, Emotional and Mental Health
OT	Occupational Therapy
SALT	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Services
IASK	Information, Advice and Support Kent
QFT	Quality First Teaching