



NESTON  
HIGH SCHOOL

**SEND**

School Information Report -

2019-2020



Welcome to Neston High School's SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At Neston High School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we are proud to offer at Neston High School to support children with Special Educational Needs or Disabilities.

This report is for parents and carers to provide information about support at Neston High School.

Please find a glossary of terms at the end of the document.

**1) What kinds of Special Educational Needs does Neston High School make provision for?**

Neston High School is a large mainstream secondary school with 1703 students. The proportion of disabled pupils and those with Education Health Care Plans (previously known as statements of educational needs) is above the national average. The proportion of students with SEND is slightly above the national average.

At Neston High School, we make provision for children with SEND within each of the four categories identified in the 2015 SEN Code of Practice:

· **Communication and Interaction**

Within Neston, our resources base, Student services provides specialist support for students with additional needs. We have a trained Learning Support Assistant in social and communication skills and emotional/behavioural support. For students who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences, we have an extensive range of resources which are used both within Student services and school to support children's speech and language development. We also work closely with experienced Speech and Language Therapists.

We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use guidance from Cheshire West and Chester Council to put in effective strategies to enable students to succeed within their classrooms.

	<p>· <b><u>Cognition and Learning</u></b>  At Neston High School, we are experienced at supporting children with cognition and learning difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children with profound and multiple learning difficulties for example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions including MSL multi-sensory learning, Accelerated/Acceleratewrite, Basic Skills sessions, Literacy builder, Spell zone and Accelerated Reader in Years 7, 8 and 9.  Some students with cognition and learning needs will also work with the Learning Engagement Team, led by a trained Learning Support Assistant, led by a Learning Support Assistant.</p> <p>· <b><u>Social, Mental and Emotional Health</u></b>  For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Emotional Literacy Support Sessions, student mentoring and social skills groups (see Section 6). We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) AND CBT - Cognitive Behaviour Therapy if necessary. There are Pastoral Learning Mentors and Learning Support Assistants trained in ELSA Emotional Literacy Support Assistants programme run in conjunction with the Educational Psychology service.</p> <p>· <b><u>Sensory and/or physical</u></b>  We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Collaboratively, we provide and implement necessary resources such as RadioAids or Soundfields for children with Hearing impairments or standing frames for children with physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.</p>
<p><b>2) How will Neston High School identify and assess my child's Special</b></p>	<p>At Neston High School, the attainment and progress of all students is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual students are making the expected progress within the classroom. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents/carers and also with the SENDco. The targets of students who have Education</p>

## Educational Needs?

Health Care Plans are reviewed annually by the SENDco and teachers are formally asked at key points of the year to reflect upon your child's progress on the SEND Register and to identify any other children of concern.

In addition, teachers meet on a termly basis with the Heads of Year, Pastoral Learning Mentors, SENDco, Learning Support Assistants and teachers for student discussion, where the progress and provision for students is discussed in detail in order to inform future provision and priorities.

Where concerns have been raised about the progress being made in school, parents would initially meet with the subject teacher or Head of Department for a subject specific concern. For more general concerns about progress, parents would contact the Head of Year, Pastoral Learning Mentor or SENDco. The staff will be able to explain what support is in place within the classroom to ensure your child is making progress against their objectives, using Element 1 Quality First Teaching strategies. This means support for your child in the classroom with their teacher.

Subject teachers will use quality first teaching strategies within the classroom with work being differentiated to meet students' needs. Teachers do ensure that classrooms are dyslexia friendly in accordance with the Dyslexia Quality Mark achieved at Neston High School.

If you or your child's teachers continues to be concerned that progress is not being made, some specific interventions may be undertaken, either individually or in a group. At this point, the staff will begin a graduated approach which means creating a plan on how to achieve the outcomes, identifying support and reviewing progress against outcomes. The school's SENDco will become involved at this stage.

Should the teacher or SENDco have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Cheshire West and Chester Special Educational Needs Team. This will help to inform our decisions as to whether the young person should be placed on the SEND register at SEN Support level so that progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at every stage of this process.

The SEND department may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put into place. Such assessments could include:

- ✓ CATs – Cognitive abilities tests
- ✓ PASS assessment – Pupils Attitudes to Self and School
- ✓ SWST - Single word spelling test

	<ul style="list-style-type: none"> <li>✓ NGRT – New group reading test</li> <li>✓ LUCID/GL Assessment system for schools – multi-functional assessment to test visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, spelling and reasoning</li> <li>✓ The Vernon Graded Spelling Test</li> <li>✓ GL Dyslexia Screener</li> <li>✓ Dyscalculia Assessment</li> <li>✓ IRLENS screening test</li> </ul> <p>These assessments could be repeated following an intervention programme to evaluate whether progress has been made. Further information on these can be obtained from school upon request.</p> <p>Whilst most children with SEND will have their needs met at the ‘SEN Support’ level, a small number may require an Education, Health and Care (EHC) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</p> <p>Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEND needs, progress is measured against the own individual starting points and targets on their individual EHCPs.</p>
<p><b>3) What is Neston High School’s approach to teaching children with SEND? How will Neston High School enable my child to be included in activities with other children including those without SEND?</b></p>	<p>Neston High School prides itself on providing an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide. Children at Neston High School are grouped according to ability but have opportunities to work with children of all abilities through the varied and inclusive curriculum that we offer, including an extensive eXL programme, running throughout the year. Teachers differentiate learning to meet a variety of different needs within the class and students are encouraged to reflect upon their own progress.</p> <p>Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We maintain high expectations and aspirations for all children at Neston High School.</p> <p>Children with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example ‘meet and greets’ in the morning, additional support at break times or lunchtimes or for extra-curricular activities, including learning outside the classroom opportunities.</p>

**4) How will the curriculum and learning environment be matched to my child's needs?**

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Neston High School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess:** The class teachers and if necessary the SENDco or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

This support is recorded and evaluated alongside Neston High School's 'SEND Policy' and the 'Supporting Children with Disabilities Policy'.

A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, access to Radio Aids to support hearing, the use of sloping boards or wobble cushions, the use of various recording devices and bespoke classroom equipment such as seating to ensure correct posture for those with specific physical disabilities.

Through consultations with teachers, Head of Year and 6<sup>th</sup> Form, Pastoral Learning Mentors, Learning Support Assistants, parents, students and the Senior Leadership Team, the SENDCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within the school. This includes physical and human resources. Learning Support Assistants are allocated carefully according to their skills and experience, with many Learning Support Assistants (Support Mentors) becoming specialised in certain areas such as Speech and Language, Social Communication and Interaction, Specific Learning Difficulties – Numeracy, Specific Learning Difficulties – Literacy, Independent Travel, EAL – English as an additional Language, Occupational Therapy, Physiotherapy and as a result implementing interventions which offer individualised learning packages for children in SEND support.

<p><b>5) What kinds of specialist SEN provision does your school provide?</b></p>	<p>At Neston High School, we are proud to offer two large and well-resourced learning teams that are dedicated to providing high quality learning opportunities for children with SEND in our school.</p> <p><b><u>Student services</u></b></p> <p>Student services is our main resource where our team of Learning Support Assistants work from, alongside teaching staff. It is a large double classroom that is dedicated to meeting the needs of children with SEND. Some children who access Student services have EHCPs and others are on the SEND Register at the 'SEN Support' level.</p> <p>The teachers and learning support assistants within Student services provide highly individualised learning opportunities to help to develop basic Literacy and Numeracy skills along with motor and social skills. Students develop these skills through interventions which target individual learning needs such as Speech and Language, Social Communication and Interaction, Specific Learning Difficulties – Numeracy, Specific Learning Difficulties – Literacy, Independent Travel, English as an additional language, Occupational Therapy and Physiotherapy and focus upon learning through accessing a wide-range of creative and multi-sensory activities. Through the use of these bespoke environments we aim to develop the global needs of all of the students who access them.</p>



<p><b>6) How will Neston High School support my child's emotional and social development and wellbeing?</b></p>	<p>At Neston High School, we believe that pupils achieve best when they are happy. We celebrate the student's successes and provide them with positive learning experiences. Sometimes students also experience setbacks or challenges along the way and we are committed to supporting them through these.</p> <p><b><u>Supporting social development</u></b></p> <p>We have many strategies embedded within our everyday practices to help students to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, all children take part in Personal Development time within their Houses on a weekly basis along with three Breakout mornings, to provide opportunities for external speakers to work with students on these sensitive issue. Our many reward systems, which we use consistently across the school, promote and celebrate social development as well as other achievements.</p> <p><b><u>Social Communication and Interaction Skills groups</u></b></p> <p>For pupils, who need some extra support, we run social skills groups where we explicitly model and teach social skills such as turn-taking and sharing. We use Cheshire West Autism Team guidance to support the social development of children with Autism and social communication difficulties. This includes strategies such as individual visual timetables, specific support with recognising emotions and providing visual cues.</p> <p><b><u>Emotional Literacy Support</u></b></p> <p>We also have Pastoral Learning Mentors and Learning Support Assistants who have been trained by an Educational Psychologist to plan and deliver programmes of 'Emotional Literacy Support'. This can include supporting young people to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. It can also be used to help young people to improve their peer relationships and to learn to resolve conflicts effectively.</p> <p><b><u>Student mentoring</u></b></p> <p>Pupil mentoring provides young people with an opportunity to talk openly and confidentially to an experienced teacher on a 1:1 basis. The sessions can take many forms including playing games, drawing and simply talking. The focus is on raising young people's self-esteem and belief in themselves as learners to develop an 'I can do it' attitude. The young people will be helped to think about themselves and their learning from new perspectives and to find their own solutions. The aim is to empower pupils to take responsibility for their own learning and to raise their confidence so that they can reach their individual learning potential. Students are also trained as peer and academic mentors to work with students in need of additional support.</p>
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	<p><b><u>Nurturing Opportunities</u></b></p> <p>During social times, young people who need some extra emotional support have opportunities to talk to a learning support assistant, to attend a break time/lunchtime club or to take part in our extensive eXL programme.</p> <p><b><u>Cognitive Behavioural Therapy</u></b></p> <p>We offer a fully Person Centred Counselling and Cognitive Behavioural Therapy Programme (CBT) in order to support our young people to reach their full potential in school and life, through the use of a CBT therapist who comes in to school one day each week. We aim to help pupils to acknowledge problematic emotional and behavioural habits and acquire internal motivation to be the best that they can be. Together we develop the tools to turn negatives into positives and find fruitful new pathways to a more productive way of learning and living. Students are referred to CBT</p>
<p><b>7) How will Neston High School involve me in supporting my child with SEND?</b></p>	<p>At Neston High School, we recognise the value of working in collaboration with parents and carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings, parent information evenings and annual reviews.</p> <p>We hope to meet with parents of children with SEND as they join our school, in Year 6 and maintain a high level of contact throughout their educational career with us. The SENDCo then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.</p> <p>For children with Education, Health and Care Plans (previously known as statements of educational needs), parents will be invited to attend their Annual Review meeting in which children’s progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed. We always ensure that minutes from these meetings are sent home for your records. Parents and young people are invited to contribute to this process. Each year, every student with SEND will have a person profile, developed with each young person, outlining their strengths, areas for development, interests and views which will be shared with all staff and parents.</p> <p>We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls, home-school books or letters home. We hope that you will make contact with the SENDCo, your child’s House Team and subject teachers, on a regular basis throughout the year in order to discuss the provision for your child.</p> <p>The Achievement for All Programme trains all staff on how to implement a ‘Structured Conversation’. This is a specially structured conversation, putting the child at the centre of the intervention and planning. Parents and teachers meet, plan and discuss all the needs of the student in a relaxed and friendly way, setting targets that are agreed by all</p>

	<p>parties, including the student. Parents are given the opportunity to discuss all of their concerns and hopes for their child. When the 'structured conversation is over, the targets are sent to all staff involved in the student's education and are reviewed by members of the AFA team.</p>
<p><b>8) How will Neston High School involve my child in decision making?</b></p>	<p>At Neston High School, we value the views and opinions of the children in our care. When supporting children with SEND, we aim to talk to our students and fully involve them in the process. We discuss their individual outcomes and progress with them and make sure we celebrate their achievements with them, however big or small.</p> <p>For pupils with EHCPs, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, young people can come into the meetings to share their views. We are starting to develop 'One Page Profiles' to provide all the professionals who work with the young person with an accurate summary of their interests, strengths and views. We use a range of practical and visual strategies to support young people who find it difficult to express their views with words.</p> <p>Wherever possible, we try to take into account the views, wishes and aspirations of our students when discussing outcomes for them and approaches on how to achieve them.</p> <p>The Achievement for All programme puts all students at the centre of any decision making. For example, the year 7 and 8 students on the programme discuss their needs, such as how to cope with examination pressure, what to do if you are being bullied, how to improve maths skills and so on. This then feeds into the overall programme of skills implemented for the year.</p>
<p><b>9) Who could be involved in supporting my child or our family?</b></p>	<p>At Neston High school, we have a large Inclusion Team who work together to support children with SEND within the school:</p> <p><b><u>The Inclusion and Learning Engagement Team at Neston High School</u></b></p> <p>SENDCo: Mrs Francine Nisbet</p> <p>Assistant SENDCo: Ms Julie Woolley</p>

Support Mentors:

Mrs Julie Woolley

Mrs Amanda Kendrick

Mrs Sharon Masser

Mrs Helen Trenholm

Ms Naomi Marlow

Exams Officer (Responsibility for Exam Access Arrangements)

Mrs Candyce Taylor

Dyslexia Specialist Teacher:

Mrs Glenda Lynch

Medical Room Coordinator:

Mrs Angela Exley

22 Learning Support Assistants

Education Welfare Officer:

Mrs Michelle Broughton

Educational Psychologist:

Mr Daniel Small (Cheshire West and Chester)

Cognitive Behaviour Councillor:

CAMHs

The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies and professionals to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The team is overseen by a Deputy Headteacher and our Trustees. Our designated Trustee for SEND is Mrs Kath Roberts.

**External Agencies:**

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of pupils with SEND are appropriately met, from both Cheshire and Wirral. Details of all external agencies can be found on your Local Authority's Local offer

Cheshire West and Chester Local Offer <https://livewell.cheshirewestandchester.gov.uk/>

Wirral Local offer <https://localofferwirral.org/>

**10) How does Neston High School evaluate the effectiveness of provision for pupils with Special Educational Needs?**

At Neston High School, we have a robust system of self-evaluation in which we evaluate:

- Pupil Achievement
- Leadership and Management
- Quality of Teaching
- Curriculum
- Behaviour and Safety

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENDCo and SEND trustee meet regularly to discuss the provision for Young People with SEND. The trustees also receive regular reports through the termly Head's Report and our curriculum committee.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. We can also offer subsidised places for Passport and Aspire to Neston – our Summer transition programme

The school was inspected in January 2017 and received good in every area, noting that:

Good teaching helps students to make good progress and some teaching is outstanding. The achievement of students has improved overall over time. Students make very good progress in their literacy and numeracy skills, particularly in Key Stage 3, because of the extensive arrangements for individuals, small groups and full classes to have reading sessions where the material is well-suited to their ability. In many lessons, students are questioned closely so they have to explain or give examples in order to justify their views or explain their thinking. As a result, they develop their communication skills and understanding. The school has taken decisive steps to improve the progress and attainment of boys, of disabled students and those with special educational needs and those students supported by pupil premium funding. As a result, these groups have successfully narrowed.'

**11) How does Neston High prepare children with SEND for joining the school or transferring to another school? What are the arrangements for supporting children with SEND when they move between classes?**

Change can be challenging for all children, particularly for young people with SEND. Therefore, at Neston High, we have lots of procedures to support the transition of young people with SEND as they join our school, move to new year groups within the school or transfer to new educational settings.

**Joining our school:**

We work closely with Primary school settings to support the successful transition of all of our young people as they begin their school journey with us in Year 7. Our Assistant SENDCo, with responsibility for Year 6 Transition, visits the young people in their primary school setting and the young people come into school for 'acclimatisation' visits, where they tour the school in order to become familiar with our large school site and experience taster mornings in our main school inclusion base Student services. In order to support young people and families of children with SEND, we also hold 'Transition' meetings in the term before the young people start school with the SENDCo, Support Mentors, parents, representatives from the primary school setting and any other professionals that are supporting the young person or family. This ensures that we are well informed about the young person's additional needs and can plan appropriate provision for when the young person starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. There is also an opportunity for students with more complex needs to be discussed at the Summer multiagency

meeting. A peer support programme is also available to support students with the transition to High School. This is a student leadership role for students in Year 7 where they are trained to work on transition, including visits to primary schools in the Summer term.

If your child with SEND is joining Neston High School part-way through their school career, we will arrange for you to meet with the Deputy Headteacher and the SENDCo to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that have been effective in the past. In some cases, we can arrange extra visits to support your child's transition to us.

#### **Moving classes:**

We have structured transition programme to support young people moving key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. Where necessary, young people with SEND who experience high levels of anxiety at times of change, will access Social Communication and Interaction Group and be prepared for the change ahead through for example, social stories and equipped with strategies to help them cope with change. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with all the pupil's new teachers, the SENDCo and if necessary parents and carers.

#### **Transferring to a new school:**

Moving on to secondary school can be an exciting but daunting time for all young people so at Neston High, we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with Education, Health and Care Plans (EHCPs), the Special Educational Needs Coordinator (SENDCO) from the secondary school will attend the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives you the opportunity to find out how the school will be able to support your child through the transition and beyond. If your child is on 'SEN Support' but does not have an EHCP, you will be invited to attend a 'Transition meeting' with the SENDCO from the secondary school during Term 6 of their final year to find out more about the support available. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. We encourage all students in Years 5 and 6 to take part in our Passport to Neston Summer school and the Aspire to Neston programme.

For children with Special Educational Needs and for children who are likely to find the transition more challenging, we also run a 'Moving on Up' Club at the end of Year 6. Within these sessions, the children have the opportunity to ask questions about the school, practise reading timetables and understanding the layout of the school, using the school planner and activities to help them develop their independence

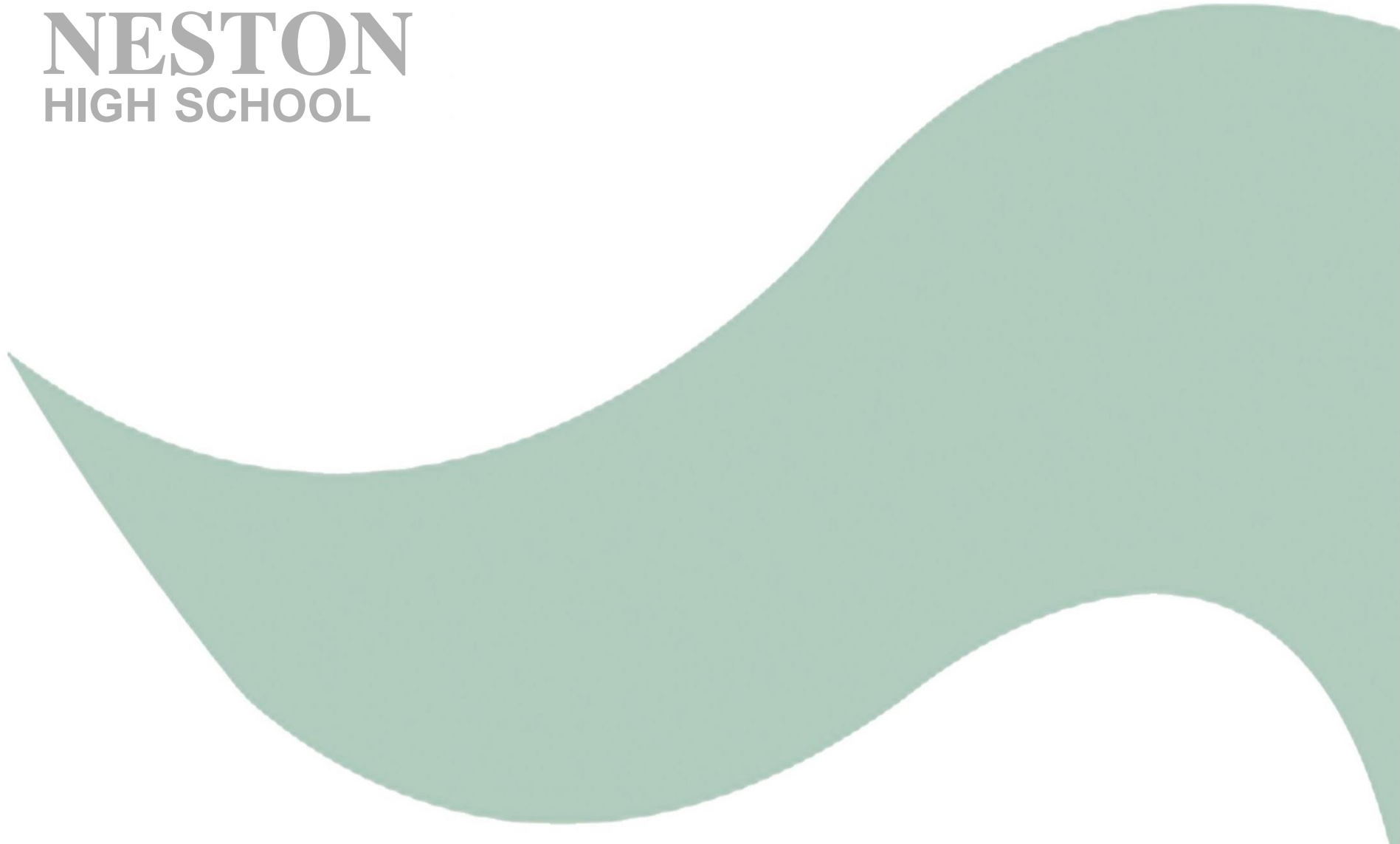


<p><b>12)What do I do if I have a concern about the provision for my child with SEND?</b></p>	<p>At Neston High School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEND, in the first instance, we would encourage you to contact your child's Head of Year or Pastoral Learning Mentor. Should you wish to discuss your concerns further, you could contact the SENDco or Deputy Headteacher. If you still have concerns regarding the provision for your child, then please contact our Head teacher who will investigate your concern.</p>
<p><b>13)Where can I get further information about services for my child?</b></p>	<p>The information in this report feeds into Cheshire West and Chester Council's local offer which details support, opportunities and services available to children and young people in their area who have SEND. This can be accessed at: Offer <a href="https://livewell.cheshirewestandchester.gov.uk/">https://livewell.cheshirewestandchester.gov.uk/</a></p> <p>The Information, Advice and Support Service is a service that is run by Cheshire West and Chester Council to provide families with information and support top disabled children and young people, and those with SEND and their parents, on a range of services including health, education, financial, legal and family issues as well as leisure and social activities. Visit or contact them on 0300 123 7001 <a href="mailto:iasservice@cheshirewestandchester.gov.uk">iasservice@cheshirewestandchester.gov.uk</a> <a href="http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/results.page?familychannel=5&amp;loboolean=1">http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/results.page?familychannel=5&amp;loboolean=1</a></p>

## GLOSSARY

<b>CAMHS</b>	Child and Mental Health Services
<b>CBT</b>	Cognitive Behaviour Therapy
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education Health and Care Plan
<b>ELSA</b>	Emotional Literacy Support Assistants
<b>eXL</b>	Extra Learning – Extra Curricular Programme
<b>LASS</b>	Lucid Assessment System for Schools
<b>PASS</b>	Pupil Attitudes to Self and School Survey
<b>SAFS</b>	School Around the Family and Student
<b>SCiE</b>	Safeguarding Children in Education Team
<b>SEND</b>	Special Educational Needs and/or Disabilities
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator
<b>SLD</b>	Specific Learning Disabilities
<b>TAF</b>	Team Around the Family

# NESTON HIGH SCHOOL



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