



# St. Jude's Church of England Primary School SEND REPORT

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Children

our children

our St Jude's Family

happy - inspired - loved

the sky is not the limit

ready for today prepared for tomorrow.

*Travelling together, following a path and forging our own*

*We don't need a map – we'll all work together to get there*

*The destination isn't a place it's a person*

*It doesn't matter where you start from, we'll journey together as a family.*

*Some people say you can't choose your family*

*I'm not sure*

*Here at St Jude's we are a family*

*We're there for each other - for the ups and downs*

*When we succeed we celebrate together*

*When we fall, we pick each other up because we want the best for one another.*

*No family is exactly the same and that's true of ours*

*It makes us much more interesting*

*Although we have differences, our faith unites us.*

*St Jude's Church of England Primary School SEND report – Reviewed by governors November 2017*

## Special Educational Needs and Disability (SEND) Information Report for Children with SEND

### Brief description of school, phase, size, any special/resourced base provision on site

#### Mission Statement

St Jude's Church of England Primary School exists to serve its community by providing education of the highest quality within a Christian framework of values and beliefs.

We help children to achieve their full potential by fostering a sense of belonging, encouraging their determination, faith, respect and love for each other and teaching the importance of being honest, selfless and thankful.

#### Information about the school

St Jude's is a small and friendly one form entry primary school in Herne Hill. It has one class in each year group and there is provision for children in the Early Years Foundation Stage through a reception class. We offer a Breakfast Club from 7.45 am as well as after school clubs and child care until 6.00PM from Monday – Friday through KG Doodles 6 O'clock Club.

As a Church of England Primary School, our Christian Ethos is at the heart of all that we achieve. The community of St Jude's lives as a Christian Family, committed to Christian Values which are underpinned by our school vision – for all our children to be happy, inspired and loved.

All our staff are committed and dedicated professionals who strive for the very best for our pupils every day.

Our curriculum is exciting and challenging. It provides children with the opportunity to explore, enquire and reflect. Learners are challenged and supported throughout their learning journey and encouraged to strive for success in all areas of the curriculum. We have high expectations for all to achieve their full potential. Because of our broad creative curriculum, children not only flourish academically but also through creative arts, music and sport.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

### **The LA Local Offer**

The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Lambeth Local Offer can be accessed through the website: [www.lambeth.gov.uk/localoffer](http://www.lambeth.gov.uk/localoffer)

### **The School SEN Information Report**

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

**A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
<p><b>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?</b></p>		
<p><b>Class/subject teacher</b> (s/he is recommended as the first point of contact if you have any concerns).</p>	<p><b>S/he is responsible for :</b></p> <ul style="list-style-type: none"> <li>• Making sure that all children have access to good and outstanding teaching and that the curriculum is adapted to meet your child's individual needs, through our broad and balanced curriculum.</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.</li> <li>• Writing Personal Learning Plans (PLP), and sharing and reviewing these with parents at least twice a year</li> <li>• Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b>Contacted by:</b> speaking to them at the end of a school day to arrange an appointment or telephoning the school office.</p>	

**The Special Educational Needs  
Co-Ordinator (SENDCO):  
Ms Natalie Jones**

**A Teaching Assistant (TA) may be allocated to some students with SEN and or disabilities, or may be specialist in a particular type of support or intervention, or may be assigned to work within a specific subject area.**

**She is responsible for:**

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
  - Fully involved in supporting your child's learning
  - Kept informed about the support your child is receiving
  - Fully Involved in reviewing how they are progressing
  - Fully involved planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Personal Learning Plans (PLP) that specify the targets set for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

**Contacted by:** *asking the class teacher to arrange for them to contact you, or by telephoning the school office*

A Teaching Assistant (TA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENDCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.



**B. HOW COULD MY CHILD GET HELP IN SCHOOL?**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service

Types of support provided	What would this mean for your child?	Who can get this kind of support?
<b>What are the different types of support available for all children, children with SEND and /or disabilities at St. Jude’s?</b>		
<p><b>Class teacher input via outstanding ‘quality first’ classroom teaching</b></p>	<p>Teaching pupils with SEND is a whole-school responsibility at St. Jude’s. All children benefit from Quality First Teaching. This means that:</p> <ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class.</li> <li>• This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.</li> <li>• This may include occasional support from a Teaching Assistant to help with a particular subject.</li> </ul>	<p>All children in the class receive this</p>

<p><b>Specific small group work</b></p> <p>Where the class teacher and the school SENDCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</p> <p>This group may be</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside.</li> <li>• Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate scaffolding and manipulatives are available to support children.</li> <li>• Mastery and challenge activities are available to children in Maths and English to ensure Greater Depth opportunities.</li> <li>• Your child's teacher and the senior leadership team will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding / learning and needs some extra support to close the gap between them and their peers.</li> <li>• Your child's teacher will sit down with your child and find out what they find challenging about school. They will then consult with the parents, SENDCO and appropriate outside agencies to write a Personal Learning Plan (PLP) which will outline the support which the child will receive</li> <li>• The class teacher will plan interventions with you and the SENDCO to support your child or young person's learning. These interventions will have clear targets to help them make more progress. Parents play a key role in planning and reviewing additional support or interventions.</li> <li>• Interventions may include small group work or individual sessions on a specific theme.</li> <li>• Where small group sessions are put in place they will be run by a Learning Support Assistant/teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme.</li> <li>• Where specialist professionals work with your child or young person to understand their needs and make recommendations, these may include:</li> </ul>	<p>Any child or young person who has specific gaps in their understanding of a subject/area of learning</p>
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<p><b>Support for children’s social and emotional development.</b></p> <p><i>“We’re there for each other”</i> (from our School Vision)</p> <p>All staff at St. Jude’s recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.</p>	<ul style="list-style-type: none"> <li>○ Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better.</li> <li>○ Support to set targets which will include their specific professional expertise.</li> </ul> <p>All staff have knowledge and training on how to support children with their emotional well-being. All classes follow a structured PSHE (Personal, Social, and Health Education) curriculum to support this development. In addition to this, we have circle times and assemblies to work around issues of emotional health, self-esteem, friendship, social skills and motivation</p> <p>However, for those children who find aspects of this difficult we offer:</p> <ul style="list-style-type: none"> <li>● Lunchtime and playtime support through planned activities and groups.</li> <li>● Learning Mentor Support</li> <li>● If your child still needs extra support, with your permission the SENDCO will access further support through the CAF process.</li> </ul>	<p>All children in the class receive this</p>
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<p><b>Support provided through a an Education, Health and Care Plan (EHCP).</b></p> <p>This means your child or young person will have been identified by the class teacher/SENDCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child or young person requires this high level of support they may also need specialist support in school from professionals outside the school.</p> <p>This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Larkhall Advisory Service, Occupational Therapy service, Physiotherapy and/or CAMHS</li> </ul>	<p>If, despite the excellent classroom teaching, the intervention groups and referrals to outside agencies, your child needs further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at <a href="http://www.lambeth.gov.uk/schools-and-education/support-and-sen/special-educational-needs-sen-guide">http://www.lambeth.gov.uk/schools-and-education/support-and-sen/special-educational-needs-sen-guide</a></p> <ul style="list-style-type: none"> <li>• This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority, the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</li> <li>• If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.</li> <li>• If they do not think your child needs this, they will ask the school to continue with the SEND Support in School and provide further support to you and the school to ensure your child's needs are met.</li> <li>• After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.</li> <li>• The school must make its best endeavours to put in place the support identified in the plan.</li> <li>• The progress your child makes with the support identified will be regularly reviewed.</li> </ul>	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>
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<p><b>How will we support your child with identified SEND starting at school?</b></p>	<p>If your child or young person has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.</p> <ul style="list-style-type: none"> <li>• We will invite you to visit the school with your child or young person to have a look around and speak to staff and meet the key person who will work with you and your child or young person while they are in the school.</li> <li>• If other professionals are involved, a team around the child or young person (TAC) meeting will be held to discuss your child. Your child's key person may make a home visit and also visit them if they are attending another provision or school.</li> <li>• We may suggest adaptations to the settling in period to help your child or young person to settle more easily, but these will be agreed with you at the TAC meeting.</li> <li>• If they have not already visited, your child or young person will be invited into school in advance of starting to meet the staff they will be working with and possibly some of their peer group.</li> <li>• Following the settling in period, the form tutor will arrange an early meeting with you to review your child or young person's learning and progress.</li> <li>• The staff will then hold regular meetings in school to monitor the progress of your child or young person and invite you into school at least once a term to review this with you.</li> </ul>	
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<p><b>How can I let the school know I am concerned about my child or young person's progress in school?</b></p>	<p>At St. Jude's, we understand sometimes as a parent or carer you may have concerns about your child and be unsure of how they are getting on at school. Or, you may have worries about your child's behaviour at home or their general development.</p> <ul style="list-style-type: none"> <li>• The first step is to discuss your concerns with your child's class teacher.</li> <li>• You are also welcome to arrange a meeting with our SENDCO. Please telephone or email the school office to arrange an appointment.</li> <li>• In the unlikely event that you feel that your concerns are not being properly managed, you are welcome to speak to the school SEND Governor.</li> </ul>	
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<p>At St. Jude's, we understand the importance of working with parents and carers, and will keep you informed about any concerns we have about your child's learning in school.</p> <ul style="list-style-type: none"> <li>• When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with the SENDCO. If you have raised the concern, the school will invite you in to discuss it and plan a way forward.</li> <li>• The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.</li> <li>• Schools also have regular meetings between class teachers and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> </ul>	

	<ul style="list-style-type: none"> <li>• If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. If this happens, you will be informed. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning.</li>   <li>• If your child is still not making expected progress the school will discuss with you. <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Any further interventions or referrals to outside professionals to support your child's learning</li> <li>○ How we could work together, to support your child at home/school.</li> </ul> </li> </ul>	
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**Who are the other people providing services to children with SEN in this school?**

<p>A. Directly funded by the school</p>   <p>B. Paid for centrally by the Local Authority but delivered in school</p>   <p>C. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> <li>• Learning mentor</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Literacy Specialist support</li>   <li>• Educational Psychology Service</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Larkhall Advisory Service</li>   <li>• School nurse</li> <li>• CAHMS</li> </ul>
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<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> </ul> <p>The contact details for the support services can be found on the Lambeth Local Offer website. The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>
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**How are the adults in school helped to work with children with an SEND and what training do they have?**

<ul style="list-style-type: none"> <li>• The SENDCO's job is to support the class teacher in planning for children with SEN.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, and to ensure consistency of the school's approach for children with a SEND. This takes place on a regular basis, and is run by variety of specialists. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or SENDCO.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Larkhall (the ASD Advisory Service), Lambeth Sensory Support Services or medical /health training to support staff in implementing care plans.</li> <li>• Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.</li> </ul>
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## How will the teaching be adapted for my child with SEND?

Teaching pupils with SEN is a whole-school responsibility. All teachers are involved in a continuous cycle of planning, teaching and assessing, taking into account the differences in children's abilities, aptitudes and interests. Some children may need increased levels of provision and support.

All children at St. Jude's benefit from Quality First Teaching which includes an appropriate curriculum which is differentiated to meet the needs of all learners, including those who need support or extension. Teachers use a variety of teaching styles, a wide range of materials and are highly aware of the needs of every child in their class.

We adapt the teaching and curriculum to meet individual children's needs in a variety of ways which includes:

- Adaptive planning and teaching which is personalised to your child's learning needs and increases your child's access to what is on offer, whilst maintaining their independence
- Class work is differentiated in small groups, or individually when required
- Trained class-based Teaching Assistants work alongside the class teacher to support children with SEN
- Classroom displays support children's independence
- If additional support is identified as necessary, children take part in planned, evidence-based interventions
- Support is personalised and targeted
- Links are forged between classroom and intervention to ensure continuity of provision
- Provision and targets are discussed by everyone who works with the child and recorded on individual Personal Learning Plans which are reviewed regularly

## How will we measure the progress of your child in school?

At St. Jude's, we use a wide range of teacher assessments to monitor children's progress and development throughout the year. We also use a school tracking system called Target Tracker, alongside lesson observations by senior staff and regular 'Book Looks' to track and analyse the achievement of all pupils. This information is then reviewed by the senior management team in regular Pupil Progress Meetings.

Early identification of the need for additional support is very important to us at St. Jude's. Staff are encouraged to liaise with parents and the SENDCO as soon as they have a cause for concern. Teachers will need to record this on an Initial Record of Concern, which is then passed onto the SENDCO who will discuss the child at a fortnightly Inclusion Meeting with the Head Teacher, Deputy Head Teacher and Learning Mentor.

If a child requires support which is additional to the inclusive, quality first teaching provided by their class teacher, then the child will start on a graduated response cycle where the teacher and senior staff will Assess – Plan – Do – Review. Parents and carers will be involved and informed throughout the whole process.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

We believe that children do their best when staff and parents and carers work together. Parents and carers know their children best and we want to take into account your views and experience to increase the effectiveness of any provision put in place for your child. Identifying that a child might need additional support will involve a conversation between school and parents or carers at the earliest opportunity. We will consult parents and carers at every step, and ensure that they are kept fully informed about the help their child is given, and the results of that help.

#### We will do that by providing:

- Two Parents Evenings with the class teacher
- Termly SEND support review meetings for children identified as having a SEND where PLPs will be reviewed with your involvement
- Annual summer report
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Informal meetings with the class teacher/SENDCO/Head Teacher who can always be contacted for an appointment to discuss any concerns

#### In addition:

- The PLP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.
- *If you child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.*

## How have we made this school physically accessible to children with SEND?

Inclusion is at the heart of St. Jude's. All staff pride themselves on our secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff. Our commitment to inclusion and provision for the needs of pupils with disabilities is a vital part of personalising learning for all.

### Key elements of how we make the school environment accessible to all include:

- Flexibility of class allocations to ensure rooms are accessible for students with disabilities
- All school entrances are accessible by wheelchair
- There are two accessible toilets on site (one outside the office and one in the Art Block)
- Good lighting and safety arrangements for any visually impaired children (e.g. markings on steps)
- Ensuring equipment / resources are accessible to all students regardless of their needs
- Working with relevant outside agency e.g. Lambeth Sensory Support Services for advice and risk assessments
- Use of technology to increase access to the curriculum
- If you have a specific concern please make contact with the SENDCO.

Please see the Accessibility Plan and Inclusion and SEND Policy for further information.

## How will we support your child or young person when they are leaving this school? OR when moving on to another class?

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

### If your child or young person is moving to another school:

- We will talk with your child or young person to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child or young person.
- If your child or young person would be helped by a book to support them understand 'moving on' then it will be made for them.
- We will have spent a lot of time with you and your young person planning and agreeing the next steps.
- Preparation visits and meetings will have taken place.

- Your young person will have the opportunity to visit the setting they will be moving to.
- The school will endeavour to pass on all relevant information to the new setting and provide ongoing support for the first months when settling.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child or young person are passed on as soon as possible.

When moving classes within school:

- You will be informed of your child's new teacher prior to the start of the new academic year and have the opportunity to meet them.
- Information will be passed on to the new teacher in advance and in all cases a planning meeting will take place with the new teacher.
- All PLPs will be shared with the new teacher.

Where appropriate, outside agencies (e.g. Larkhall Advisory Service) will also be involved with transitions.

### GLOSSARY OF TERMS

PLP	Personal Learning Plan
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDSCO	Special Educational Needs and Disability Coordinator
ASD	Autistic Spectrum Disorder

