

## Key Information

SEND Information Report 2024 - 2025

Stalham High School

SENDCo: Miss Megan Hanley

Tel.: 01692 580 281

Email: [mhanley@stalhamhigh.org.uk](mailto:mhanley@stalhamhigh.org.uk)

Working Hours: Monday – Wednesday (Week 1), Monday – Thursday (Week 2)

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## Introduction

Welcome to our Special Educational Needs and Disabilities Information Report (SIR).

This SIR forms part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND).

The [Norfolk Local Offer](#) is published by the [Norfolk County Council Children and Families](#) service and provides information and direction about what provision is available in Norfolk for young people with SEND aged 0 – 25 years across education, health and social care.

All governing bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND.

The intent of this SIR is to deliver what inclusion looks like in our setting ( **school**) for students with SEND, including children (**students**) who are looked after (CLA) with SEND. It details how we put our SEND policy into practise.

The SIR is updated annually by Stalham High School's Special Educational Needs and Disabilities Coordinator (SENDCo). As part of this process, it is essential that all parties provide feedback. This will enable better understanding and future delivery of policies and procedures for SEND students and their families. We welcome your feedback and future involvement so please do contact us.

The best people to contact are:

- Miss Megan Hanley, SENDCo
- Ms Leahanna Tarry, Assistant Head Teacher: Head of Key Stage 3 and SRB lead.
- Mr Paul Norris, Assistant Head Teacher: Director of Teaching and Learning
- Mrs Angela Davison, Assistant Head Teacher: Head of Key Stage 4

- Mrs Sue Dorkins, Head of Technology and Transition Co-ordinator
- Mr Lee McMahon, Head of School.
- Mrs Constance Tyce, SEND School Governor

As part of our SIR, you will find the following information:

- Our approach to teaching student with SEND
- Who we are: our staff, our training and our expertise
- How we work with young people with SEND and their families
- The types SEND we provide for
- How we identify and assess students with SEND
- How we adapt and adjust to support students with SEND
- Additional Support available for students with SEND, including funding
- How we evaluate the impact of our provision for students with SEND
- How we support and improve emotional and social development
- How we enable students with SEND to engage in whole-school opportunities
- How we prepare our students for their next steps (transition)
- How we involve other organisations to meet our students' SEND and support their families
- Who to contact if there are concerns
- Our complaints procedure
- Useful Websites and Links
- Glossary of Terms

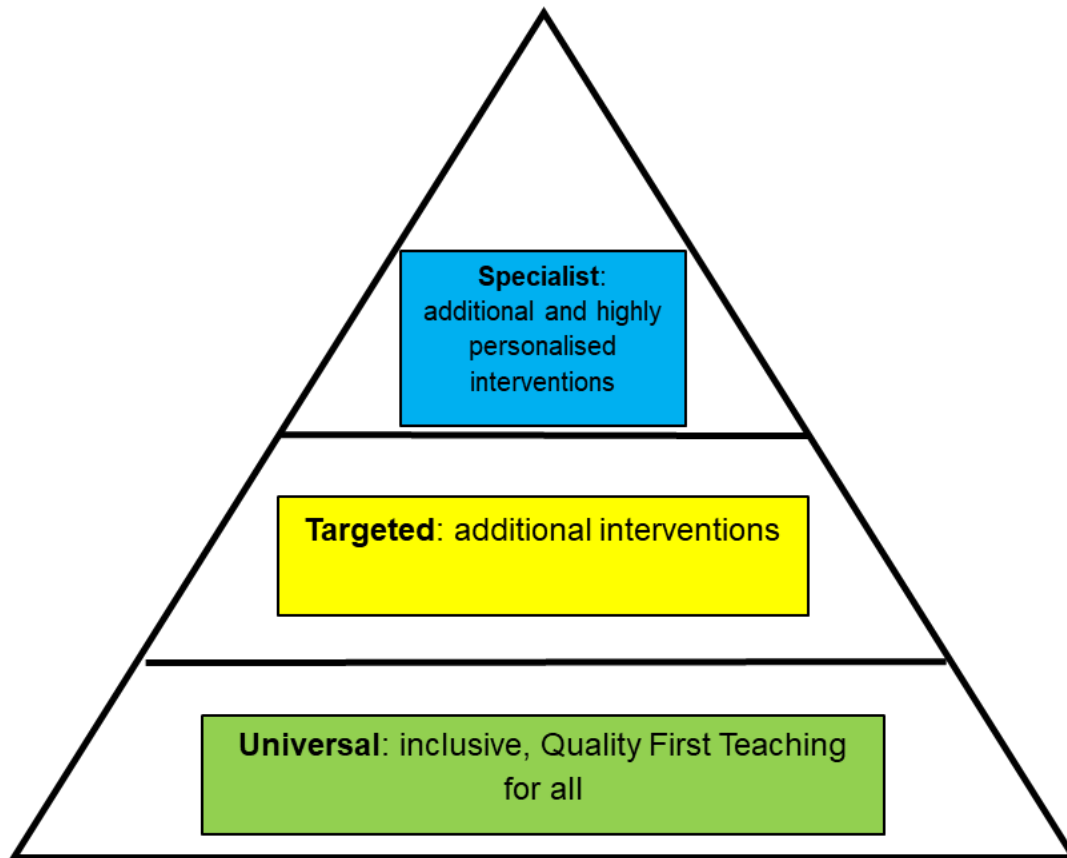
## [Our Approach to teaching students with SEND at Stalham High School](#)

At Stalham High School, we believe in participation and progress for all students. Our values are in-line with the [SEND Code of Practice](#) in that all students should have:

***access to a broad and balanced curriculum; high expectations and ambitions; and support, so that they can achieve their best personal outcomes and fulfil their potential.***

We believe, what is good for students with SEND, is good for all students. Our approach is therefore inclusive of all abilities and diversities, centred around Quality First Teaching (QFT). QFT is a style of teaching which ensures high quality and inclusive teaching where lessons are designed to meet the needs of **all** learners and relies of a variety of learning strategies. As such, we offer a personalised learning experience whereby supportive SEND strategies are the very foundations of our teaching and learning.

The QFT approach is illustrated in the diagram below:



Some examples of QFT learning strategies are:

- Good classroom routines and organisation.
- Well-planned and differentiated lessons which are accessible to all students' abilities.
- Adaptive teaching based on good Assessment for Learning (AfL) in lessons to further develop students' understanding or address misconceptions.
- Clear and direct instructions
- Support throughout the lesson, which may include a good variety of activities to support learning styles
- Modelling so that expectations are shared with and understood by students.
- Scaffolding to gradually support students to be independent
- Chunking to break down topics, information and tasks to make them more accessible and manageable
- Specific, regular and constructive feedback.

## Who we are: our staff, our training and our expertise

The SEND Department is currently made up of a team of seven staff. This includes the SENDCo and six Teaching Assistants (TAs).

The SEND Department is further supported by the Learning Support Unit (LSU) Team, who offer emotional and pastoral support to our students. The LSU Team is made up of a dedicated team of Student Managers and Inclusion Managers.

At Stalham High School, every teacher is a teacher of SEND. As such, all staff receive regular training on SEND and ongoing training is provided as needed in response to the individual needs of learners.

As part of our commitment to Continuing Professional Development (CPD) and as is the legal requirement, our SENDCo is currently in the process of completing the [Special Educational Needs Co-ordinator's \(SENCO\) National Professional Qualification \(NPQ\)](#) with [University College London \(UCL\)](#) and has completed the [Norfolk SENDCo Now](#) training.

In addition to this, our TAs have completed various training linked to their individual roles including:

- Attachment and Trauma training
- Epilepsy
- Supporting pupils with dyslexia
- Understanding Autism
- Exams Access Arrangement regulations
- Lego Therapy
- Zones of Regulation
- Talk About
- Diabetes
- Read, Write, Inc. Fresh Start
- ELSA
- Deaf Awareness
- Executive Functioning
- ReadWrite training
- Understanding formal and external written reports, e.g. EP reports.

Additional support and training may be provided by specialist services and professionals upon referral, such as [Access Through Technology \(ATT\)](#), [CEPP](#), [School 2 School Support](#), [The Dyslexia Outreach Service](#), [The Norfolk Inclusion and SEND Team](#), [Open Arms Support](#), etc. By doing so, we aim to better understand how we can support our students with SEND.

## How we work with young people with SEND and their families

The thoughts, wishes and feelings of our students with SEND are central to our support and provision. This is underpinned by the importance of parents/carers views.

We aim to establish good relationships with our SEND students and their families, based on good communication and mutual respect and trust. In doing so we create a successful support network which supports and promotes the holistic needs of the student.

We involve students with SEND and their families throughout our discussions and processes so that all parties feel listened to and understood. We aim to provide our students and their families with appropriate information and advice so that they can make informed decisions.

For further details regarding these processes, please see below. Alternatively, please see our [Key Information](#).

## The Types of SEND We Provide For

Our inclusive approach at Stalham High School means that we provide for a wide range of students with SEND. This includes:

- Cognition and Learning (CL) Difficulties such as **dyslexia, dyscalculia** and **dyspraxia**
- Communication and Interaction (CI) difficulties such as **Autistic Spectrum Disorder/Condition (ASD/ASC)** and **speech and language** difficulties
- Students with Social Emotional and Mental Health (**SEMH**) difficulties such as **anxiety, depression, Oppositional Defiance Disorder (ODD)**
- Physical and sensory (PS) difficulties such as **visual** and **hearing** difficulties and/or disabilities
- Students with Attention Deficit (Hyperactivity) Disorder (**AD(H)D**)
- Students who are **Neurodivergent**.

In addition to this, we provide for learners who do not have a diagnosis but who may need support with literacy and/or numeracy, communication and interaction skills.

Stalham High School also has a Specialist Resource Base (SRB) known as the PAD. The PAD is specifically for students with a diagnosis of Autism Spectrum Disorder

and/or a primary need of similar communication and interaction difficulties. Information about the PAD [here](#) and more about Norfolk's SRB provision can be found [here](#).

We currently have 136 students on the SEND register in Year 7 to 11 in total.

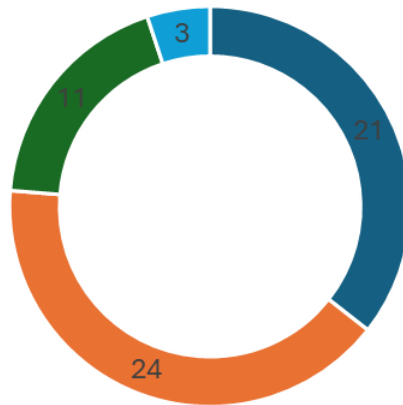
Of these 136 students, 117 are main school students who receive SEND Support and 19 are SRB students.

There are 40 students with an Educational Health and Care (EHC) Plan, 20 of whom are main school students and 20 of whom are SRB students.

Please note that this does not include students who are currently under Monitoring on the SEND Register.

The proportion of students currently on the SEND Register who fall into the four broad categories of need (i.e. Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health, and Physical and/or Sensory) are depicted below. This data is correct at the time of writing (January 2025).

**The Percentage of Primary Needs of Stalham High School Students Enrolled on the School's SEND Register (January 2025)**



- Cognition and Learning (CL)
- Communication and Interaction (CI)
- Social Emotional and Mental Health (SEMH)
- Sensory and Physical (SP)

Please note that the above data only gives the proportion of students who have been identified within each primary need. There may be some students who may also have secondary needs that are not represented in this data.

## How we identify students with SEND at Stalham High School

The [SEND Code of Practice](#), states that a child or young person has SEND '*if they have a learning difficulty or disability which calls for special educational provision to be made for him or her [or them]*'.

The SEND Code of Practice defines a child or young person as having a learning difficulty or disability if they have:

*"... a significantly greater difficulty in learning than the majority of others of the same age."*

Or if they have:

*"... a disability which prevents or hinders him or her [or them] from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Whilst there are many reasons a learner may fall behind, only those with a learning difficulty that requires special educational provision are identified as having SEND.

We use a range of information to help identify students with SEND. This includes:

- Information from a student's previous setting.
- Information from the student's teachers and TAs.
- Information from parents/carers.
- Information from students themselves.
- Screening tools to help identify the likelihood of conditions such as dyslexia

In addition to this, all students are assessed every term in all subjects. We do this so that we can monitor our students' learning and progress. By doing so, it enables us to identify students with potential learning barriers who may not be progressing at a similar rate to their peers.

If a learner is identified as having SEND, we will provide support that is additional to or different from our high quality, [QFT](#) approach, as per the [SEND Code of Practice](#) and the [Children and Families Act 2014](#).

## How we assess students with SEND at Stalham High School

If a student is identified as having SEND, teachers, TAs, the LSU Team and the SENDCo will work closely with the student and their family to assess what resources are required and what support will be needed.

At Stalham High School, we use a four-step graduated approach. This means we follow the following process:

Step one:       **Assess.**

Step two:       **Plan.**

Step three:     **Do.**

Step four:      **Review.**

### **Step one: Assess**

When a learner is assessed as having SEND, we establish a baseline. This could include data from assessments, observations from teachers and TAs. Information about needs is gathered to discuss a pathway/plan of action with the student and their family.

### **Step two: Plan**

Together with the student, their family and teachers, a plan and pathway to include actions to be taken and support and resources to be provided, is agreed and a date is set for review.

### **Step three: Do**

The plan is actioned and put in place as agreed by all stakeholders.

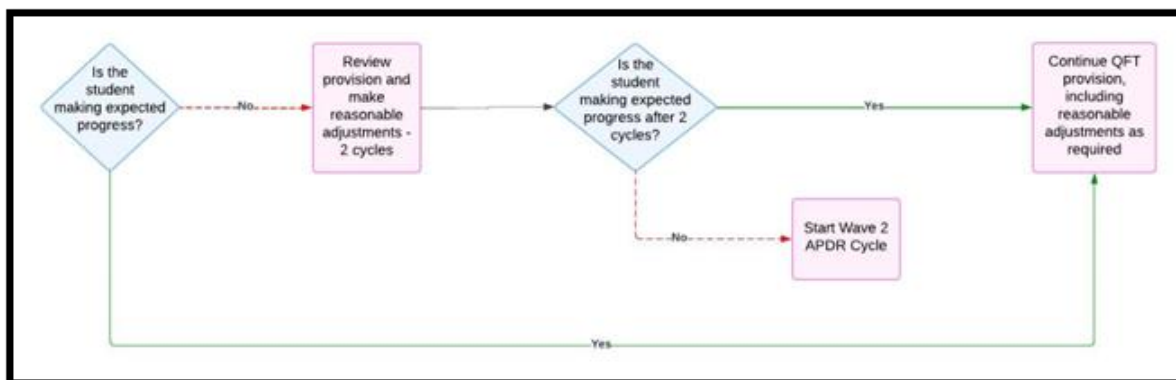
### **Step four: Review**

The impact of the support and provision for the student is evaluated and communicated with the student and their family. Further steps are discussed and put in place if necessary. The cycle may begin again.

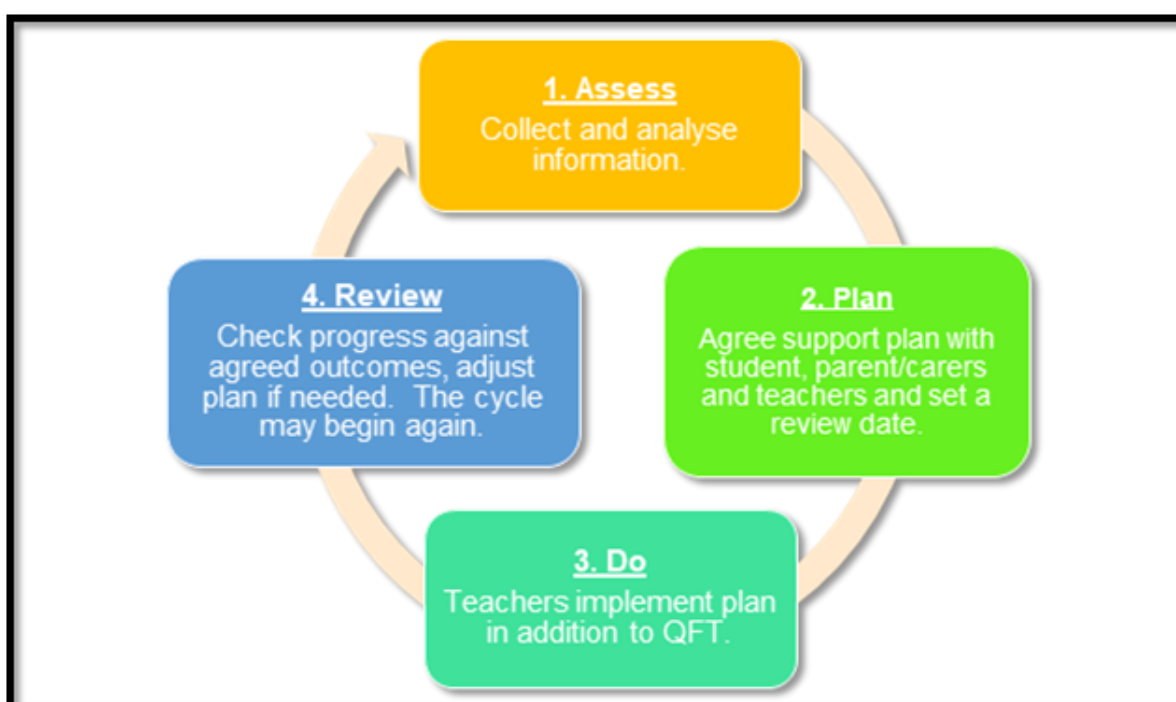
This process is further outlined in the diagrams below:

### **Wave 1 APDR Cycle:**





### Wave 2 APDR Cycle:



In addition to this, and as part of the APDR Cycle, we may seek support and guidance from external professionals. Stalham High School may be able to request the support of the [Synergy Multi Academy Trust \(SMAT\)](#) and from the following professionals:

- Specialist Assessors and Exam Access Arrangements (EAA) Assessors at [CEPP](#)
- Educational Psychologists at [CEPP](#)

- School Counsellor
- School Mentor
- Youth Services such as the [YMCA](#)
- [Norfolk Educational Psychology and Specialist Service Support \(EPSS\)](#)

The above is in addition to the services provided by Norfolk County Council as set out in [Norfolk's Local Offer](#)

## **How we adapt and adjust to support students with SEND**

As mentioned in [Our Approach to teaching students with SEND at Stalham High School](#), our inclusive approach is centred around Quality First Teach (QFT) that ensures high quality and inclusive lessons that meet the needs of **all** learners.

As part of [QFT](#), teachers at Stalham High School practise [Adaptive Teaching](#). This means that we adapt our teaching to respond to the strengths and needs of all students. We know when and how to differentiate appropriately and effectively, and how best to overcome barriers to students' learning.

Whilst reasonable adjustments made are dependent on the individual learning needs of each student with SEND, some examples of how we adjust and adapt the curriculum include:

- Presentation of information, e.g. consideration of font and font size, biscuit coloured background, use of visuals and dual coding, using bold instead of italics and underlining where possible.
- Checking understanding and pace.
- Using good and informative Assessment for Learning (AfL) techniques such as mini-whiteboards and mini-plenaries.
- Reducing cognitive load and processing, e.g. avoiding copying from the board, using handouts for large pieces of information which pupils can highlight for information instead.
- Simplifying delivery, e.g. chunking information, providing scaffolding, modelling examples, providing and ensuring regular check-ins with students.
- Dyslexic-friendly resources.
- Purposeful seating plans.
- Additional adult/Teaching Assistant support where need is required and availability allows.
- Provision of Concentration Aids and Reset Cards to promote self-regulation.

## **Additional Support available for pupils with SEND and Funding**

Stalham High School receives funding from the Local Authority to support learners with SEND. Further information regarding school funding for SEND can be found [here](#)

as well as on the [SEND Norfolk Memorandum](#). The initial, or Notional, amount of funding received for the academic year 2024 – 2025 is £197,934. This does not include additional funding received for the SRB. The Notional funding is used in a range of ways. Some examples include:

- Teaching Assistant support and deployment
- Assistive technology, such as laptops, recording and reading devices and/or software
- Support from outside specialists such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Specialist Teachers and Assessors
- Identified training needs

For students who are not able to attend school for medical reasons, we seek support from the [Medical Needs Service](#).

## **How we evaluate the impact of our provision for students with SEND**

Monitoring the progress of all students is an integral part of teaching and learning at Stalham High School.

To evaluate the impact of our provision for students with SEND, we first establish a baseline measure. This is done as part of our [four-step graduated approach](#). By doing so, we can compare any data gathered to this baseline and assess the impact of the provision and support.

We use quantitative and/or qualitative data. This is gathered by the SENDCo with the support of the teaching staff, who will liaise with the student, parents/carers, teaching staff, support staff and any other relevant or involved professionals.

This reflective process enables us to assess whether the provision provided is having or has had the desired and impactful result so that successful learning can take place and continue to take place. If not, our [four-step graduated approach](#) will start again.

## **How we support and improve emotional and social development**

Our pastoral programme promotes and celebrates differences so that all students feel seen and recognised within our school community.

Additional pastoral support to that provided by the school's two inclusion managers may also include a designated Key Worker for students with SEND, small group

interventions with a specific focus such as social skills and one-to-one mentoring and counselling.

In addition to this, we also work closely with the YMCA from whom we purchase a set number of hours of 1:1 wellbeing support for the academic year. This is part funded from SEND and Pupil Premium allowances.

## **How we enable students with SEND to engage in whole-school opportunities**

Stalham High School is an inclusive school. We are committed to providing equal opportunities for all our students.

All our trips, extra-curricular activities and responsibilities are open to all students. Our Personal Development Days take place three times a year which allows for extra and/or cross curricular opportunities and excursions. This is in addition to other educational subject-specific trips available throughout the year. In addition to this, an extra-curricular timetable is published at the start of each term details of which can be found on the school's website and in the school's weekly Bulletin which is shared with parents/carers.

Where necessary, we will consult with parents/carers and professionals to ensure accessibility. Additional support may be offered to students with SEND to ensure participation for all.

## **How we prepare our students for their next steps (Transition)**

Transition is an important part of life for all students which can trigger many emotions. We aim to support all students with this process to ensure that these significant stages are managed and dealt with smoothly and effectively.

We provide support for all students during the following transition periods:

- From Primary school to high school
- From one academic year to the next
- From Key Stage 3 (KS3) to Key Stage 4 (KS4)
- High school to further education and/or employment

## **How Stalham High involves other organisations in meeting our students' SEND and supporting their families**

In addition to [CEPP](#), we work closely with the following external organisations to support the needs of our students and their families:

- Norfolk SEND and Inclusion Team
- Norfolk Schools and Communities Team
- The Norfolk Virtual School
- The Norfolk Virtual School for Sensory Support
- School 2 School Support
- SENDIASS

In addition to this, as part of [SMAT](#), Stalham High School can call upon the support and advice of other SEND departments within the Trust, with all SEND departments within SMAT meeting termly to share good practice.

## **Who to contact if there are concerns**

Parents/Carers should contact the student's Form Tutor in the first instance who will liaise with the appropriate staff.

This can be done by contacting the school office:

Tel.: 01692 580 281

Email: [office@stalhamhigh.org.uk](mailto:office@stalhamhigh.org.uk)

## **Our Complaints procedure**

At Stalham High School, we are committed to working with our students, their families and the community. We aim for this to be a positive and successful experience for all. Therefore, we will ensure that any complaint is handled sympathetically, fairly and correctly. We aim to resolve complaints so that positive relationships can be established and maintained in a way that all parties can move forward positively. To access the school's Complaints Policy and Procedure please click [here](#).

## **Useful Websites and Links**

- [Access Through Technology \(ATT\)](#)
- [DRAGONS Disability Action Group for Young People](#)
- [Family Voice Norfolk Parent/Carer Forum](#)
- [Just One Norfolk \(Children and Young People's Health Services\)](#)
- [National Association for Special Educational Needs \(NASEN\)](#)
- [Norfolk County Council's Children's Services](#)
- [Norfolk Schools Budget Share Tracker](#)

- [Norfolk SEND Information Advice and Support Services \(SENDIASS\)](#)
- [Norfolk Youth SEND Forum](#)
- [Norfolk's Local Offer](#)
- [Norfolk's Medical Needs Service](#)
- [School 2 School Support](#)
- [Specialist Resource Bases \(SRBs\) in Norfolk](#)
- [Synergy Multi Academy Trust \(SMAT\)](#)
- [The Child and Educational Psychology Practice \(CEPP\)](#)
- [The Dyslexia Outreach Service](#)
- [The Education Endowment Foundation \(EEF\)](#)
- [The Equality Act 2010 Guidance](#)
- [The Norfolk and Norwich SEND Association \(NANSA\)](#)
- [The Norfolk Inclusion and SEND Team](#)
- [The Norfolk SEND Memorandum](#)
- [The SEND Code of Practice](#)
- [The Young Person's Guide to the Children and Families Act 2010](#)
- [YMCA Norfolk](#)

## Glossary of terms

(Four-step) Graduated Approach	The system of SEND support within mainstream settings. It is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review.
Access Through Technology (ATT)	A specialist team within Norfolk County Council's Children's Services. Specialist teachers and teaching assistants who work within schools across providing advice, assessment, equipment, and training for pupils who may benefit from using technology to communicate and to learn.
Adaptive Teaching	Continuously assessing the strengths and needs of learners and adapting the pedagogy accordingly
ADHD	Attention Deficit Hyperactivity Disorder is a condition that includes symptoms such as being restless and having trouble concentrating.
ASD	Autism Spectrum Disorder is a neurological and developmental disorder that affects how people interact with others, communicate, learn and behave.
Assessment for Learning (AfL)	The continual assessment of students by the teacher to ascertain what students have learnt, what they are yet to learn and what their strengths and weaknesses are.
CEPP	The Child and Educational Psychology Practice.

Chunking	The process whereby the teacher divides a program, task, topic, list or process into small chunks to make learning more manageable.
Cognition and Learning (CL)	Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.
Communication and Interaction (CI)	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Continuing Professional Development (CPD)	The term used to describe the learning activities professionals engage in to develop and enhance their abilities.
Differentiated Teaching	The process of making sure that students with different needs and abilities have equal access to learning.
Dyscalculia	Dyscalculia is a learning difficulty that affects the ability to use and acquire mathematical skills.
Dyslexia Outreach Service	Part of the Cognition and Learning specialism of Norfolk Specialist Resource Bases (SRBs). Offers offer relevant and practical support to schools regarding their provision for dyslexic learners.
Dyslexia	A common learning difficulty that mainly causes problems with reading, writing and spelling. It is a specific learning difficulty (SpLD) which cause problems with certain abilities used for learning, such as reading and writing.
Dyspraxia	Also known as Developmental coordination disorder (DCD). A condition affecting physical co-ordination.
Education Health and Care Plan (EHCP/EHC Plan)	An EHCP is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.
Educational Psychologist (EP)	A professional psychologist with specialist knowledge and expertise in areas related to child development and the educational system.



	<p>They use this expertise to help children and young adults with learning difficulties, social and emotional problems, developmental disorders, and other Special Educational Needs (SEN).</p> <p>They can work both with schools and local authorities to make recommendations that help improve the educational experience of all children, and with individual children and their parents to help them to achieve their full potential.</p>
Equal opportunities	A principle that emphasises that opportunities in employment, education and other areas are available to all. Equal Opportunities in particular relates to a Legal Framework, which makes it illegal to discriminate against people because of a protected characteristic they have.
Exams Access Arrangements (EAA)	Access Arrangements allow exam candidates/learners with special educational needs, disabilities or temporary injuries to access exams/assessments without changing the demands of the assessment. For example, readers, scribes and Braille question papers.
Form Tutor	The lead member of staff who is assigned to a student's registration group and who provides pastoral support to students.
Four Broad Areas of Need	The four main SEND areas which are categorised as: Communication and Interaction (CI), Cognition and Learning (CL), Social, Emotional and Mental Health Difficulties(SEMH), Physical and/or Sensory Needs (PS)
Further Education (FE)	Any studies which take place after secondary school which are not part of higher education (i.e. not undergraduate or post-graduate studies)
Intervention	A short-term focused teaching programme with objectives aimed at particular students or small groups of students with specific needs.
Key Stage 3 (KS3)	National Curriculum taught to students aged 11 – 14 years.
Key Stage 4 (KS4)	National Curriculum taught to students aged 14 – 16 years.
Key Worker	A named member of staff who has a central role in respect of a particular child.
Medical Needs Service	Part of the Local Authority's statutory duty to provide for children and young people who cannot attend school for medical reasons.
Modelling	The practice of teachers demonstrating how to perform a skill or think through a concept before the pupils have a go themselves.
National Professional Qualification for Special Educational Needs and Disabilities (NPQ SEND)	The statutory required qualification for school, nursery and college SENCOs



Neurodivergence	The term used for when someone's brain processes, learns, and/or behaves differently from what is considered "typical". Some neurodivergent conditions include dyslexia, dyspraxia (DCD), dyscalculia, ADHD and Autism Spectrum Condition (ASC).
Norfolk Local Offer	Informs people what support the Local Authority expects to be available for children and young people with special educational needs and/or disabilities.
Occupational Therapist/Therapy (OT)	A healthcare provider who helps you improve your ability to perform daily tasks
Qualitative Data	The gathering of non-numerical data/information such as words, images and observations.
Quality First Teaching (QFT)	A style of teaching that focuses on high quality and inclusive teaching for every child in a classroom
Quantitative Data	The collection of numerical data/information such as statistics, graphs, percentages, e.g.
Scaffolding	The process of providing temporary support for an inexperienced learner to help them to complete a task or acquire a skill, and then gradually withdrawing that support.
School 2 School Support (S2S)	Hands-on specialist advice and support to mainstream schools and early years settings, given by experienced professionals from special schools within Norfolk.
SEND Code of Practice (SEND CoP)	statutory guidance for organisations that work with young adults and children with special needs and disabilities.
SEND Information Report (SIR)	An annual report which details a school's provision and support for children and young people with SEND.
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator. A qualified teacher who is responsible for the strategic leadership and operational day-to-day management of the school's SEND policy.
Sensory and Physical (SP)	Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease.
Social, Emotional Mental Health (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, attachment disorder or physical symptoms that are medically unexplained.
Speech and Language Therapist/Therapy (SALT)	A trained professional who provides treatment, support, care and help people who, for physical or psychological reasons, have problems speaking and communicating.

SpLD	Specific Learning Difficulty
SRB	Specialist resource bases (SRBs) provide children and young people with the extra support they need within a mainstream school.
Transition	The term used to describe the life changes a child or young person may go through as they progress through education.