

Burlington Infant and Nursery School

SEND Information Report 2026-27

1	What is the school's ethos/ approach to teaching children with SEN and Disability?	Burlington Infant and Nursery School is a bright, airy and spacious school which is easily accessible for those who have issues with mobility. Our school has a lift, shower facility and a large disabled toilet containing a hoist. Our school is wheelchair accessible. At Burlington, admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities: ● must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures ● must not refuse to admit a child on the grounds that they do not have an EHC plan' We are able to support children with: ● Communication difficulties ● Autism ● ADHD and ADD ● Specific learning difficulties ● Physical difficulties and medical needs ● Sensory difficulties ● Behaviour, emotional and social difficulties, including mental health ● Speech and language difficulties ● Genetic disorders ● Hearing impairment ● Visual impairment At Burlington Infant and Nursery School we strive to ensure that our approach to teaching and learning is personalised to meet the individual needs of all of our children. We believe that all children, including those with SEND, should have access to a rich and stimulating curriculum. Through carefully planned quality first teaching
---	--	--

	we aim to ensure that all children are able to access learning and reach their full potential in class and with their peers. Our teachers plan in year group teams and work hard to adapt the curriculum and learning in order that it can be accessed by all. Where children have a need for educational provision that is additional to or different from this, the school has in place additional support that is tailored to meet the needs of the individual. The school employs many additional teaching approaches/strategies to ensure that individuals are able to access learning, in addition to Quality First Teaching. These include: • Small group and 1:1 teaching • Precision teaching • Use of ICT • Use of workstations and quiet working areas • Use of Makaton signing and visual support • Delivery of specific support programmes • Pre teach sessions • Colourful semantics • Circle times • Mixed ability grouping • Talking partners and talking trios Additional support is provided by our highly skilled SEND Team under the close direction of the Special Educational Needs Coordinator (SENCo) and with regular liaison with the class teacher. This support may involve the child accessing short 1:1 and/or small group sessions out of class or within the classroom setting. Group sessions take place outside of curriculum time so that no learning opportunity is missed. Our staff receive regular training/guidance from outside agencies, as appropriate, including the Educational Psychologist, Speech and Language Therapy Team and Occupational Therapist. The class teacher has responsibility for working with pupils on a day to day basis. Teachers are responsible for:
--	--

		• Ensuring that all children have access to 'quality first' teaching and that learning is differentiated in order to meet the needs of the individual. • Ensuring that the progress and attainment of children is closely tracked through ongoing assessment and that children making less than expected progress are identified. • Making necessary adjustments in class to help to ensure that all learners are able to access the curriculum. • Planning for and delivering any additional help that a child may need with this, on occasion, involving liaison with the SENCo and/or outside agencies. • Working with the SENCo and, where appropriate, outside agencies, to ensure that the child receives the relevant additional support/intervention. • Writing Personal Education Plans (PEPs) and sharing and reviewing these, ensuring that they are updated termly. • Ensuring that there is an ongoing and open dialogue about the needs of individuals and that parents, staff and professionals involved with the child are kept informed and updated. • Contributing to termly progress meetings to track the attainment and progress of their children. • Being vigilant and ensuring that concerns are acted upon appropriately. Each of our classes has a full time teaching assistant (TA). TAs and Learning Support Assistants (LSAs), under the close supervision of the SENCo, deliver specialised SEND programmes to children in all year groups. Where a child is identified as requiring small group intervention/support, a baseline of their needs is made prior to them accessing this intervention/support. Assessment is then carried out on a half termly basis to track the child's progress. This ongoing assessment highlights when sufficient progress has been made and when the intervention/support is no longer necessary. Termly pupil progress meetings ensure that the attainment and progress of all of our children is closely monitored and that the need for intervention/support is identified swiftly. Burlington Infant and Nursery School is an inclusive school where diversity and individuality are celebrated.
2	What expertise, training and	The school has worked with outside agencies to ensure that visually impaired children and those with hearing impairment are able to access the school environment and learning.

	experience do school staff have in SEND?	At Burlington we have experience in supporting children with high incidence needs such as literacy difficulties, learning difficulties and social communication difficulties. We understand that children with SEND will have needs and requirements that fall into at least one of the following four areas and that special educational provision should be matched to the identified SEND need of the individual. The areas of need as identified in the 'Special Educational Needs and Disability Code of Practice' are: • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical Our staff have a broad skills base and are able to support children with a variety of needs. Our SENCo has a BA (hons) in Education with specialism in SEND. Additional and specialist support with reading and writing is provided for children in Year 1 and 2 by our SEND specific Higher Level Teaching Assistant. She works with children weekly and then sets daily 1:1 work to be carried out in class. As appropriate, our support staff have received training in the delivery of the following intervention programmes: • School Start Language and Sound Awareness • Attention Autism • Social Skills • Colourful Semantics • Memory Magic • Lego Therapy • Socially Thinking
--	---	---

	• Transporters • Zones of Regulation Training is given to support staff on joining the school and is delivered by the SENCo and/or other professionals as appropriate. In addition, all have received specialist training in supporting children with social communication difficulties and Autism Spectrum Disorder. One additional member of staff has received training in supporting children with speech and language delay. This training has been provided by speech and language experts within the Local Authority. The school has two Mental Health First aiders, one of which is the Mental Health Leader. We have two Emotional Literacy Support Assistants who receive supervision from the Educational Psychology Service and a Drama Therapist. Their role is to provide support for our children with needs around social, emotional and mental health. Burlington also has a therapy dog. The school works closely with the Mental Health Support Team (MHST). This team provides support for parents and children through an Emotional Wellbeing Practitioner with the focus being largely around behaviour management and issues around anxiety. At Burlington we work closely with the following outside agencies: • Educational Psychology Service • Speech and Language Service • Occupational Therapy Service • Physiotherapy Services • Hearing Impairment Team • Family Support Service
--	---

		• Mental Health Support Service • Young Carers Network • Visual Impairment Team • Child Adolescent Mental Health Service (CAMHS) • Single Point of Access (SPA) • Merton Multi Agency Support Hub (MASH) • Education Inclusion Support Service • School nurse • Local GPs • Educational Welfare officer • Wishmore Trust • The Princess Alice Hospice • Parent Partnership We have a SEND Parent Champion who represents the Local Authority and is able to signpost parents to services as appropriate.
3	How will I know how my child with SEN is doing in school or if they may have SEN?	At Burlington we operate an open door policy. If parents/carers have concerns about the progress, attainment or needs of their child we encourage them to raise these concerns with the class teacher or alternatively to speak directly to our SENCo. Our aim is for every child to reach their full potential and to flourish academically, socially and emotionally. Our staff are vigilant and quick to identify a child struggling in any area of learning or school life. On entry to nursery and reception, all children are baselined against the Birth to Five Years document with this enabling us to fully understand where they are developmentally. This baseline informs future planning and teaching and ensures that children are exposed to learning opportunities that are targeted appropriately and that provide challenge. Ongoing assessments across all areas of learning take place for each child, with these being informed by observation, work samples, liaison between school and home, and in addition formative and summative assessment. All assessment data is scrutinised termly and reported to governors.

	In Years 1 and 2 our assessment is equally vigorous, and core subjects are scrutinised termly. The attainment of the children is entered into the Insight tracking programme. Through scrutiny of data we swiftly identify any child that is making insufficient progress, is stuck in their learning and/or is not at the expected attainment level for their ability. We then ensure that targeted intervention is put in place to ensure that the child overcomes their barrier to learning and continues to progress in their learning. Children who are working below the National Curriculum levels are assessed on individual targets which are broken down into small steps. Case studies of individual children and reviewed PEPs show that significant progress is made. At Burlington we have a number of systems in place to ensure that children with SEND are identified swiftly. We know that early intervention is key to ensure the best outcomes for children. In addition to our robust academic tracking systems we use a range of approaches to make sure that children are making progress towards outcomes. These systems ensure that the progress and learning of all children is scrutinised, needs identified and that intervention is put in place quickly and where needed. • Termly pupil progress meetings involve work scrutiny, reflection on attainment and discussion around every child. These are attended by teachers and the head and/or deputy head teachers. • Books are scrutinised by subject leaders to ensure that expectations for all children remain appropriate and high and that there is consistency across classes. • Learning Walks and lesson observations take place regularly and ensure that expectations across the school and year groups are high. For children accessing intervention groups, we ensure that support clearly targets gaps in learning and that these gaps are the focus of any support. Objectives set for each intervention are based on gaps in learning identified through assessment. All intervention groups, including those that are SEND specific are logged on the
--	---

		Edukey programme and reviewed termly by the SENCo. Termly meetings take place between the SENCo and those staff responsible for running the groups. All non-SEND specific interventions are monitored by the Intervention leader.
4	How does the school know if its SEN provision is effective?	At Burlington we are very proud of our SEND provision. We work hard to ensure that, where there is a need, children are given access to support and intervention. We closely monitor the progress of each child accessing provision to ensure that they are making progress. Where a child is making progress and meeting objectives within an intervention, we would consider that provision to be effective. Our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether adequate progress is being made. Adequate progress is measured against one or more of the following: • A narrowing of the attainment gap between the child and their peers • Prevention of the attainment gap widening • Progress matches or better the child's previous rate of progress • Demonstration of an improvement in self-help, social or personal skills • Demonstration of improvements in the child's behaviour • Progress is equivalent to that of peers starting from the same baseline but less than the majority of peers All interventions are monitored for impact and outcomes are defined at the start. The SENCo monitors all interventions and regularly discusses these with the Senior Leadership Team and Intervention Leader. Where inadequate or no progress is made, then alternative support and provision will be sought. At Burlington we implement the Assess, Plan, Do, Review cycle at three levels – whole school, by year group and for individual children. At whole-school level: • There is a meeting during the summer term, of the Leadership team to review each year group's strengths and needs. This enables the school to plan staffing and resources effectively for the next

		academic year. The SEND needs of each year group are identified by SEND type to ensure that appropriate interventions and support are put in place. At year group level: • We track and monitor the progress of all children at termly pupil progress meetings involving all teachers and the head teacher or one of the deputy head teachers. • Children already at SEND support and those eligible for PPG are the focus of discussion to ensure that progress is being made and which interventions and assessments are needed. • Concerns are raised at these meetings and plans are put in place and documented for intervention groups and further assessments. • We monitor the progress of all children receiving additional support to ensure that the provision that is put in place is effective and impactful. At an Individual level: • When the school identifies that a child requires additional support, the school follows a process of information gathering through observations and discussions. The child will then be placed on the SEND Register, in discussion with the parent and classteacher. • Parents will be involved in discussions around their child's needs and they will be informed if their child will be placed on the SEND Register. • A Personal Education Plan drawn up in collaboration with parents, child, class teacher and the SENCO, identifying strengths and barriers to learning. • The Pupil Education Plan identifies short term outcomes and targets which are set and reviewed termly.
--	--	--

5	What support will there be for my child's overall wellbeing and behaviour?	Burlington offers a nurturing environment where the wellbeing of children takes priority. Staff are vigilant about the needs of our children and offer a high level of pastoral support. Children are encouraged to speak to a trusted adult in school if they have concerns and/or are worried. We have a systematic and effective approach to behaviour management. • All of our staff speak to children in a positive manner and recognise and praise them for the good choices that they make. We know that we get more of what we pay attention to. • Our Personal, Social, Health, Economic (PSHE) curriculum is woven through all that we do. At Burlington we have a 'Burlington Bear' that resides in each of our classes which is used to support our children to develop an awareness of the needs and feelings of themselves and others. Specific PSHE sessions are timetabled weekly. • We run social skills groups in all classes with these focusing on raising self-esteem and confidence whilst acquiring the skills needed to form and maintain successful relationships. • Our Learning Support Assistants run specific groups for children requiring support around the development of specific social skills, the understanding of emotions and the development of play skills. • Children are responsive to our high expectations and the rewards and sanctions that we use. Our Behaviour Policy highlights the strategies for behaviour management used across the school. • We have behaviour ladders, one for class time and one for lunchtime, which staff refer to when responding to inappropriate behaviour (see Behaviour Policy). The behaviour ladders give clear direction in how to respond to specific behaviours. This ensures that all behaviour is responded to in a clear and consistent manner and that all children have firm clear boundaries. • All behaviour, including that of a low level nature is logged on the CPOMS database. Our SENCo monitors behaviour across the school and responds and supports both staff and children in a timely and effective manner. • In each of our classes we have a 'Calm Corner' area in which children are able to sit and reflect when necessary. • We use Zones of Regulation to help children recognise their feelings, behaviours and emotions. We support them in using strategies to move into the zone that is most supportive of learning. In each of our classes we have a 'calm area' where children can go to self regulate when needed.
---	--	--

		• We have a 'Good Deed Board' where children who have made good choices have their photographs and information regarding their good choices displayed. These also go into our weekly newsletter. The school welcomes 'Good Deed' photos from home with this building positive home/school links. • Through weekly good deed assemblies, individual class targets, good deeds and lunchtime rewards are shared and celebrated. • Children that make good choices through the lunch period are nominated to go on the 'Lunchtime Top Table.' These children come up in assembly and their good choices are celebrated in the weekly newsletter. They eat their lunch on a special table with the Head or Deputy Head Teacher. • Learning council children lead a weekly 'learning assembly' where they give children a photograph of a learning skill displayed that week in the classroom. These are then put on the learning tree and the good learning is shared in the newsletter. • Our lunchtime support staff give golden tickets to those children showing acts of kindness, with these tickets contributing to whole class rewards. • Our SENCo heads up a lunchtime nurture table and eats lunch with the children every day. This table is supported by at least two further adults. The adults model social skills, appropriate behaviour and support in the development of language and skills involved in eating. Children finding it difficult to behave appropriately access this table for support and reflection time. Those children requiring 1:1 support through lunchtime access this table or sit with their class as appropriate. • We mirror this support in our nursery Lunch Club, where children are supported to develop good social and self-help skills to access small, intimate family style lunch time with familiar adults sitting and modelling appropriate table manners and social behaviour. • Our SENCo takes focus children for nurture and small group and 1:1 time on a needs basis. She is visible around the school and has an acute awareness of the needs of the children and in close liaison with staff and parents. • The school has two Emotional Literacy Support Assistants (ELSAs) who work one day a week in supporting the emotional wellbeing of our children. • At Burlington we have a Drama Therapist who also focuses working with children identified as requiring additional emotional support. Our Drama Therapist liaises with the parents of those whom she supports.
--	--	--

		• We have an Emotional Wellbeing Practitioner on site for one day a week with the focus being on supporting children by working with parents first. • The school has the support of an additional Drama Therapist for one term of the academic year. • Our SENCo and Family Outreach Worker run 10 week 'Family Links' parenting sessions twice annually. These offer support with all hurdles that being a parent brings with it. This again supports children through upskilling and empowering the parent.
6	How will I be involved in discussions about, planning for, and involvement in, my child's education?	At Burlington we firmly believe that a partnership approach with parents /carers is the best way to support a child's development, learning and needs. We feel strongly that a collaborative and holistic approach towards supporting children is the most effective. We operate an open door policy and teachers regularly meet with parents to discuss the progress and learning of their child/children. Our SENCo is equally accessible and encourages parents to phone or come to reception to speak with her when there is a need. She is at the gate at drop off time on most days. Through termly parent consultations, parents and teachers meet to discuss the progress of children. All children receive a comprehensive written report once a year. Where a child is identified as having a special educational need, communication between parents and school exceeds this. For parents of children at SEND Support the following happens: • An initial meeting with the SENCo takes place with this serving as an opportunity to get a full understanding of the needs of the child both in school and at home. These meetings are attended by the class teacher. • If it is agreed that additional support is necessary for the child then discussion around the nature of this support takes place. Once this is agreed, the child is entered onto the SEND Register at SEND Support under one of the following four categories: • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical At this stage and if necessary, involvement from an outside agency may be sought and assessment or referral to seek further understanding of the child's need may be necessary.

		• Scrutiny of assessment levels takes place alongside any baselines that are required for the intervention/support that the child will access. Once the needs of the child are clear, a timetable of support is agreed between the SENCo, class teacher and support staff. • The class teacher completes a Personal Education Plan (PEP) for the child. This gives details of the child's needs, strengths and successful support strategies. The SENCo, teacher and child work together to create the PEP. In addition the PEP outlines provision and termly objectives for the child to work towards. PEPs are reviewed and updated termly. They are shared with parents and both parent and child view is welcomed. • Termly meetings take place for all parents with children at SEND Support. If a 'face to face' meeting is not possible, then the meeting will take place by phone, email or virtually. For parents of children receiving support through an Education Health and Care Plan, in addition to the above, the following happens: • Of the three termly meetings, one will be an annual review. During this meeting parents and professionals will have the opportunity to reflect on the year, provision and the progress that the child has made towards meeting termly and annual objectives. In addition to involving parents of children with SEND, we involve all parents in the life of the school in the following ways: • Parents are invited in for Reading Mornings. • Parents are invited to curriculum information mornings throughout the year. • Parents are invited to class assemblies • Parent Rep meetings provide the opportunity for non-child specific issues to be raised. • Parents are invited to support on school trips and in class. • Special welcome days take place throughout the school calendar and family members are welcomed into school.
7	Who, outside of school, can I turn to for	In addition, information can be sourced from the Kingston and Richmond SEND Information, Advice and Support Service (SENDIASS)

	advice and support?	SENDIASS offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus information about: • support with understanding reports and letters, attending meetings and preparing for assessments and reviews • information and signposting to support services in your area • support with Transition and Preparing for Adulthood • support with and signposting to mediation • advice and support on benefits The service is a free, confidential and impartial service. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers. See below for their contact details: The Croft Centre, Windham Road, Twickenham TW9 2HP and at The Moor Lane Centre, Moor Lane, Chessington, KT9 2AA Phone: 0808 164 5527 Email: info@RKsendiass.co.uk Website: https://www.rksendiass.co.uk
8	What advice is available for school staff regarding SEND? How does the school get that advice?	At Burlington we pride ourselves on the high level of support that we are able to provide for all of our children including those with SEND. All staff are encouraged to undertake training and continued professional development. All staff take part in our appraisal process during which training needs are identified. • Our staff access ongoing training to develop their skills in teaching and to broaden their knowledge in meeting the needs of children. • At Burlington we hold weekly staff meetings and termly INSET days. These offer training opportunities for staff around the curriculum and wider school issues. At these times updates on school, Local Authority and national issues are shared. • Training opportunities are identified for staff supporting those children with specific needs. • Training is provided through group sessions, peer/outreach support and/or through 1:1 work with a qualified professional. This training covers a wide range of areas including Speech and Language support, Occupational Therapy training, Physiotherapy training and understanding and meeting the needs of children with Autism. This is not an exhaustive list and is dependent on the current needs of the children in school.

		• All of our Teaching Assistants, Nursery Nurses and Learning Support Assistants have accessed speech and language specific training, training in supporting children with Autism, and further training opportunities continue to be sought. • The school has an excellent relationship with external agencies. Agencies supporting in school include the Educational Psychology Service, Speech and Language Service, Occupational Therapy Service, Hearing and Visual Support Services and Early Intervention Support Service. • Our SENCO regularly attends the Local Authority meetings to ensure that she keeps up to date with local and national updates.
9	How does the school involve children/young people with SEND in their education and the decision making process?	At Burlington we seek to identify ways of listening to the views of our children and/or involving them in decision-making. We value the importance of engaging pupils as active participants in their education and in making a positive contribution to their school and their learning. • Through involving children in the setting of and then ongoing reviewing and updating of their Personal Education Plans, we ensure that they are involved in their own assess, plan, review cycle. • Our children are involved in setting their own targets and have an acute awareness of where their next steps in learning lie. • Through our Pupil Voice Questionnaire we are able to more fully understand the opinion, feelings and needs of our pupils. • The Learning Council looks out for good learning and praises children explicitly for the choices that they have made. • Our School Council members offer further support in collecting the views of their peers. • Pupil voice is sought for individual children for whom a request for EHCP assessment is being made. • Where appropriate, children attend their annual reviews and contribute in talking about their journey and successes.
10	How will the school support my child when they move classes, moves	At Burlington we strive to make transitions for our children as smooth as possible. We are aware that for many children, including those with SEND, transition times can be times of great anxiety. With this being the case, we ensure that transitions for children from nursery into reception, from Year 2 into our feeder school Burlington Junior or simply from one class to the next are thoroughly planned for. Depending on the needs of the child:

	schools or moves towards adulthood?	• We take time to speak with parents and children about the transition that is to take place. We take this opportunity to find out what might help during transition. • We use social stories and comic strip conversations to prepare children for times of change. • We arrange visits to the new class or school and ensure that key areas are visited and that class staff are available to meet with and to talk to. • We hold transition meetings with parents and new school SENCo. • Teachers have a comprehensive handover session with the teacher of the class that is due to receive our children. • Our SENCo and that of the junior school work closely through the course of the year. During the summer term they have a comprehensive handover meeting. • Where children at SEND Support and EHCP are moving to the juniors, a meeting with the junior SENCo takes place. • Children with specific needs move on with a communication passport containing all of the important information that staff should know about them. This includes information key to making the settling process smoother for them. This is to help the new teacher/TA to get to know the child's needs. • If the child requires additional support or outside agencies are involved we strive to ensure it is in place before the pupil starts. • All children transitioning within or into Burlington receive a booklet which tells them all about our school and their class and class staff. The booklet is visual and contains photographs of key areas and staff in our school. • The SENCo develops creative ways to ensure early intervention is in place as soon as practicable. Sometimes this can be before the child starts at our school/nursery, with supporting work/assessments taking place at the child's current setting.
11	Where can I find information about Local Authority provision for children and	SEND Local Offer Every local authority has a SEND Local Offer. The purpose of the local offer is to enable parents, carers, children and young people with special educational needs or disabilities to see clearly, from a single and regularly updated source, the services available to local families and how to access them. The offer covers services from birth to 25, across education, health and social care.

	young people with SEND?	Kingston and Richmond children's services are provided by Achieving for Children. The SEND Local Offer sits within their AfCinfo website or you can use this direct link: https://kr.afcinfo.org.uk/local_offer SEND Local Offer Leaflet If you don't live in Kingston or Richmond, your home local authority will also have a SEND Local Offer. Further information can be accessed through SENDIASS: SENDIASS offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus information about: • support with understanding reports and letters, attending meetings and preparing for assessments and reviews • information and signposting to support services in your area • support with Transition and Preparing for Adulthood • support with and signposting to mediation • advice and support on benefits The service is a free, confidential and impartial service. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers. See below for their contact details: The Croft Centre, Windham Road, Twickenham TW9 2HP and at The Moor Lane Centre, Moor Lane, Chessington, KT9 2AA Phone: 0808 164 5527 Email: info@RKsendiass.co.uk Website: https://www.rksendiass.co.uk
12	How should complaints regarding SEND provision be made and how	Our school aims to be fair, open and honest when dealing with any complaint. We aim to resolve complaints through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. If any parent / carer is unhappy with the education or support that their child is receiving, we encourage that person to talk to the child's class teacher in the first instance. It is hoped that a complaint can be resolved without formally invoking the complaints procedures as set out in the 'Complaints procedure' document. The complaints procedure and documents are easily accessible on the school website. Burlington Infant Policies

	will they be dealt with?	
13	Who in school do I contact for further information and support regarding SEND?	In the first instance, parents/carers are encouraged to talk to their child's class teacher or Year Leader. The SENCo and joint Deputy Head is Michelle Docwra. She can be contacted through the School Office by either e mail at: admin@burlingtoni.org.uk or by phoning the school on: 0208 942 1586. The Head teacher and joint Deputy Head are also available and can be contacted in the same way. We warmly welcome parents/carers to visit the school to discuss their child's needs and a visit can be arranged through the school office.
14	When was information last reviewed and when will it be updated next?	This information was reviewed and updated in September 2025. A further update will take place in September 2026.

Explanation of Acronyms

EP - Educational Psychologist
 SALT - Speech and Language Therapist
 OT - Occupational Therapist
 SENCo - Special Educational Needs Co-ordinator
 SEND - Special Educational Needs and Disability
 ADHD - Attention Deficit Hyperactivity Disorder

ADD - Attention Deficit Disorder
 BSA - Burlington Schools Association (PTA)
 LA - Local Authority
 CPD - Continuing Professional Development
 EAL - English as an Additional Language

