

RED HALL PRIMARY SCHOOL

Special Educational and Disability (SEND) Report

Summer 2020

Review date: Summer 2021

Presented to Governors: Autumn 2020

Red Hall SEND Offer Information Report 2020-21

Red Hall Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every strategy, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

At Red Hall Primary School, alongside quality first teaching and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with SEND. All interventions and provisions provided are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and aim to remove any barriers to learning. Our staff follow tailored and universal continuous professional development programmes, in order to aid a structured whole school approach to learning.

How does Red Hall Primary School know if children need extra help?

Early identification of Special Educational Needs is vital and the role of parents, carers and families are fundamental in this process. Teachers discuss any concerns at the earliest opportunity and work in partnership with parents and carers as learners can fall behind in school for a range of reasons, they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, English may not be a first language or they may be worried about different things that distract them from their learning, this is why at Red Hall we believe in working with parents/ carers to ensure the best outcome for the child.

The progress of all children is monitored regularly by our teachers and the senior leadership team. If our teachers think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. Our SENDCo will support you and your child's class teacher. We will observe them, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEND register and parents will be informed of this. Support will be put into place to support your child's learning. When a child has identified SEND before they start at Red Hall, we work with the people who already know about them and use the information already available to identify how we can meet their SEND at Red Hall Primary.

What kinds of SEN or disability is provision made for at Red Hall Primary?

The SEND Code of Practice (2014) states: *a child or young person has SEN if they have a significant learning difficulty or disability which calls for special educational provision to be made for him or her.*

We have high aspirations and expectations for all children. Within our mainstream setting, we aim for every child to achieve the best possible outcomes, including children with SEN and/or disabilities. Special Educational Needs is a broad term encompassing children with:

- Communication and Interaction difficulties
 - Expressing themselves
 - Understanding others
- Cognition and Learning difficulties
 - Some or all of the work in school
 - Making progress in reading, writing or maths
 - Understanding information
 - Concentration and attention
 - Dyslexia
- Emotional and Mental Health difficulties
 - Organising themselves
 - Managing their behaviour
 - Making friends or relating to adults
- Sensory and/or physical needs

At Red Hall Primary School we have experience in providing for children with difficulties in:

- Attention Deficit and Hyperactivity Disorder (ADHD);
- Autism and Social Communication difficulties;
- Cognition and learning (Learning Difficulties)- including Working Memory difficulties;
- Gross and Fine Motor skills difficulties - including dyspraxia;
- Sensory and/or physical issues;
- Specific learning difficulties – including dyslexia and dyscalculia;
- Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia.

Who are the best people at school to talk to about my child's SEN?

- Class teachers/Phase Leader, who are responsible for planning the curriculum, differentiation and assessing your child's progress.
- Miss Crowley- SENDCo who is responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all agencies involved with your child.
- Mrs. Tomlinson, Head Teacher, who is responsible for the day to day aspects of the school. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.
- SEN Governor- John Jones, who is responsible for making sure the necessary support is made for every child with SEN, who attends the school.

How do we adapt the curriculum so that we meet the needs of our children with SEND?

When we identify a child as having a special educational need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEND. This may involve:

- Extra help from a teaching assistant in class
- Small group or individual support out of class (intervention)
- Support to manage own behaviour

- The type and length of instructions given
- Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- Targets specifically for each child. These are set through a Individual Education Plan (IEP) which will specify in detail what will be learned, how and who will help.
- Emotional or pastoral support from our Emotional, Literacy Support Assistant (ELSA).
- Children with Special Educational Needs sometimes require support during exams. This could be having an adult 'reader' in maths exams or extra time or breaks. These arrangements are made on an individual basis based upon the specific needs of the child.

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals. Teachers meet half termly, with members of the senior leadership team, to review children's progress and discuss any support needed for individual children. Personal targets are reviewed half termly for children with SEND and this information is shared with parents. For most children, this is through an IEP form.

How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Evenings. The school operate two formal parents evenings per year but encourage parents to talk to teachers whenever. Teachers are present on the playground at the end of the school day. Appointments can be made to speak in more detail to the class teacher, SENDCo or phase leader by visiting the school office. A parent questionnaire is also provided for parents/carers to record their views and suggestions. An informal parents evening is held at the end of the year to coincide with the end of year report. Parents/carers of children with Special Educational Needs will be encouraged to meet with staff to discuss their individual needs and to help produce IEP's, Care Plans and to meet at review meetings. If your child has an IEP (Individual Education Plans) they are sent home each half term. When a child receives an IEP/IBP parents are contacted at the start of the process then again at the end firstly to ensure parents are fully informed and secondly to enable parents to reinforce the targets at home. IEPs are designed to be a short term intervention to close any gaps of learning/understanding.

How will you help me to support my child's learning?

We work in partnership with you to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are invited to become involved in school life through a number of means e.g. hearing children read and ongoing invitations to school events throughout the year. Our Governing Body includes parent governors and we have a designated SEN Governor Mr. John Jones.

- The class teacher may suggest additional ways of supporting your child's learning through a note in the reading book, at parents' evenings or by arranging a meeting with you.
- Our Parent Support advisor may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.

- Parent/carer workshops are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

How is my child’s progress assessed and reviewed?

Teachers use detailed information from their tracking of children’s progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.

Monitoring progress is an integral part of teaching and leadership within Red Hall Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children are involved in each step of the process.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

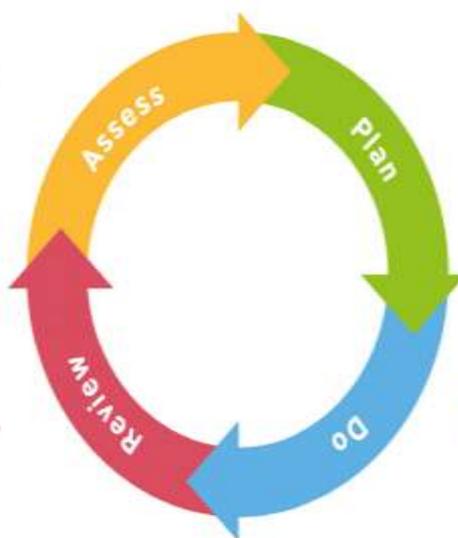
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

What support will there be for my child’s overall well-being?

The well-being of all our children is our primary concern at Red Hall. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught on a weekly basis. Additional

support from specialist staff is arranged as needed for individual children, both in and out of the classroom; a tailored personal plan may be put in place for children with the highest need. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, Emotional, Literacy Support Assistant (ELSA) or the SENDCo are readily available for pupils who wish to discuss issues and concerns.
- Pupils who find lunchtimes a struggle are able to join in any of the structured play time activities run by the playground leaders.
- The school will keep in close contact with you about your child's overall wellbeing.
- We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.
- **Extra-Curricular Activities:** We provide a range of extra-curricular activities, at which all children are welcome.
- **School Council:** School Council representatives attend meetings and ensure that all pupils at Red Hall Primary School have a voice which can be heard.
- **Playtimes:** Playtimes are key in the development of social and emotional skills; they are unstructured and promote children's independence. For those children who find socialising a challenge, our friendship bench/stops provides the opportunity to seek friendship. It also alerts school staff to recognise that help, support or comfort is needed.

Children are actively encouraged to recognise and deal with their emotions in a safe way.

Professional wellbeing support can be provided regularly in school by trained staff. Play leaders are pupils in year 6 and 5 who have received training which enables them to support children during lunch times. They play games and focus on team work. On occasion the SENDCO or Parent Support Worker may work with a child who is having social or emotional difficulties.

Pupils with medical needs

If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child. In order for school to administer medicine, parents/carers must first fill in and sign a 'Medicine form' stating the dose and times of administration. Medicines must be prescribed by a doctor and be clearly labelled. Medicines are either kept in a locked cupboard or in the fridge. Staff undertake first aid training to ensure staff are familiar with what action to take in the event of an emergency. Health professionals would be contacted to arrange any training which may be needed in relation to an individual child, if needed.

How much support will my child receive and how is this decision made?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Red Hall Primary School we have a 3 tiered approach to supporting a child's learning.

1. **Universal** – this is the quality first teaching your child will receive from her/his class teacher and the teaching team and may include some very minor adaptations to match learning needs.

2. **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of: a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards the learning outcomes.

3. **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child.

This may include educational psychology, dyslexia assessor, counselling service, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan. For more information please see SEND Policy.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Learning Support Service
- Child Protection Advisors
- Educational Psychologist
- Behaviour Support Service (Sycamore centre)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Social Services
- Paediatrician

- SEYs
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- School Health Advisor

As a school we work alongside 'Educational Psychology for everyone', an Educational Psychologist is allocated to school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What if my child has more complex or severe needs?

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. All children who have significant special needs will undergo an Education Health Care Plan (EHC) assessment. This assessment may lead to an EHC Plan if your child needs additional support beyond that provided through School Support. If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually and would include parent, teacher, SENDCo, pupil and other professionals who support your child.

What training are the staff supporting children and young people with SEND had or are having?

All staff have received training related to SEND.

These have included sessions on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with attachment issues.
- How to support pupils with behavioural difficulties
- How to support children with sensory issues
- We have some teaching assistants who have achieved the Language for Learning Award and deliver Speech and Language programmes written in consultation with the Child's Therapy Team. Teaching assistants work alongside Speech and language technicians delivering Speech and Language programmes.
- All teaching assistants are trained in a specialised programme 'Get Moving' which supports pupils with fine or gross motor problems.
- The majority of staff are trained in 'Numicon' specialised maths intervention.
- The School also has some teaching assistants who have received training enabling them to deliver more specialised support e.g. Fischer Family Trust (phonic based programme), Further Literacy Support (targeted at Year five pupils), Precision Teaching, BRP (intense reading programme), Emotional, Literacy Support Assistant (ELSA- targeted to support mental health well-being).
- The SENDCo is SEN accredited and has a Diploma in SEN.
- The majority of staff have received First aid training. Epi-pen training has been completed by staff in classes where needed.

- The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN.
- All staff in the school receives training to meet the needs of all the children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc. etc.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

Who is responsible for ensuring the provision meets my child's needs?

Our staff at Red Hall are highly experienced and are trained to meet every child's needs. Our SENDCo will oversee provision for any child with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met. Your child's teacher will set appropriate targets and discuss these with you termly, more often if needed.

How accessible is the school environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. For example, modifying a classroom for a partially sighted child, including amended lighting or clear markings in the playground to indicate boundaries or potential areas of hazard. Our policy and practice refers to The Equality Act 2010. Facilities we have at present include:

- Ramps into school to make the site accessible to all.
- There is an accessible toilet and shower for disabled users or anyone who may need this facility.
- Accessibility plan in place
- Double doors in some parts of the building.
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.
- The school has a range of ICT programmes suitable for pupils with SEN, in addition to IPADs, headphones, recording devices, netbooks, computers and interactive whiteboards are installed in every classroom.
- Visual timetables and other visual resources are sometimes used in school, where appropriate, to suit the needs of individual children.

How will the school prepare and support my child when joining Red Hall Primary School or transferring to a new school?

Red Hall Primary school understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

❖ On entry:-

- A planned programme of visits in the summer term for pupils starting in September including “Play and Stay” visits with parents/carers, visit with playgroup and a visit to their new class (without parents/ carers).
 - Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
 - Foundation teachers make a home visit in September, prior to children starting, with an additional opportunity for children to visit the school with their parent/carer.
- ❖ Transition to Junior site

Although not officially leaving the school children moving from year 2 to year 3 do move buildings and this can be unsettling for some children. We therefore prepare children for this change by:

- Providing opportunities for year 2 children to visit the junior site throughout the year (e.g. assemblies, after-school book fairs).
- Attending assembly and playtime on the junior site occasionally in the summer term.
- Tour of the junior site with a year 3 teacher.
- Visit to new class.
- Information sharing sessions between year 2 and year 3 teachers.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.

❖ Secondary transition.

- Miss. Crowley (SENDCo) or Year six staff work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visits pupils prior to them joining their new school.
- Miss. Crowley (SENDCo) meets the SENDCos from the secondary schools to pass on information regarding SEN pupils.
- Children attend a transition day’s particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Sport days at the secondary school)

❖ Mid-year transition

- Currently we give all children a tour of the school with their parents/carers.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Complete an induction form with basic details including how parents feel they were progressing at their last school.
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child’s records. Where there are concerns the SENDCo will be contacted by phone.

If your child is moving to another school:

- We will talk with your child 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 they know about any special arrangements or support that needs to be made for your child.
- 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 are passed on as soon as possible.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team).
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- Individual Pupil Premium payments are used to support that pupil's learning.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of your child's progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Tomlinson (Head Teacher), Mrs Shaw (Deputy Head), Miss Crowley (SENDCo), Class Teachers or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

How does Red Hall Primary School involve children in their education and in the decision making process?

- The school endeavours to include children with special needs in all areas of the curriculum through appropriate differentiation, and involve them in their own development as much as possible.
- The SEND Code of Practice (2014) stipulates that: "Reviews must be undertaken in partnership with the child and their parent, and **must** take account of their views, wishes and feelings."
- During reviews, the child's views will be included in discussions. Where appropriate, this may be through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation.

Person-Centred Reviews:

All Annual reviews of Statements or EHCPs are conducted in a child centred way. Those children who are in the process of being transferred from a Statement of SEND to an Education, Health and Care Plan, will have a **person centred transfer review**. During this review, the following will be discussed:

- ❖ - parental aspirations;

- ❖ - the aspirations of the child;
- ❖ - the achievements of the child to date;
- ❖ - what is currently working/not working for the child;
- ❖ - what is important to/for the child and their parents both now and in the future;
- ❖ - how the child can be best supported (both academically and socially) at school and at home;
- ❖ - outcomes for the next key stage and short term targets for the next 12 months to help the child work towards their aspirations.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

Your child's class teacher

- Phase Leader:
- Foundation Stage – Mr Hollingsworth
- Years 1 and 2- Miss Caddick
- Years 3 and 4 – Mrs Ferguson
- Years 5 and 6 – Mrs Lewis
- Miss Crowley- SENDCo
- Mrs Shaw (Deputy Head)
- If the issue still has not been resolved, please contact:
- Mrs Tomlinson (Head Teacher)
- Rachel Mills (SEND Governor)

Appointments can be made with any of these people through the school Office. Telephone number: 01384 813850

Working in partnership-Responsibilities of our Governing Body with regards to SEN.

Our Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014 and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND. A governor is specifically responsible for SEND to ensure that the school and the SENDCo carry out their duties. One of the key responsibilities of our Governing Body is to make sure that the school's policy for children with disability and Special Educational Need (SEN) is published on the school website.

Complaints

As a school we believe that the Additional Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.

Procedures in Red Hall Primary School

If a parent is not satisfied with the Additional Educational Needs arrangements for their child they should contact the school in the first instance so individual needs can be discussed. If the issue has not been resolved there is a complaints procedure which is outlined in the school handbook.

Information on where the local authority's local offer is published.

For information advice and support on the local offer please visit: www.dudley.gov.uk/localoffer
For quick access to information on local services and activities across Dudley ring 01384 814398 or click <https://fs.dudley.gov.uk/localoffer/>

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Jargon Buster

There are many SEN terms that are abbreviated which can lead to confusion (even for us)!! Below is a glossary of the most used terms.

ADD	Attention Deficit Disorder	LA	Local Authority
ADHD	Attention Deficit Disorder & Hyperactivity	LO	Local Offer
AR	Annual Review	LSS	Learning Support Service
AS	Asperger's Syndrome	MAM	Multi-Agency Meeting
ASC/D	Autism Spectrum Condition/Disorder	MLD	Moderate Learning Difficulty
BESD	Behavioural, Emotional & Social Difficulties	MSI	Multi-Sensory impairment
CAF	Common Referral Form	NS	Next Steps
CAMHS	Child and Adolescent Mental Health Services	ODD	Oppositional Defiant Disorder
CIN	Child In Need	OT	Occupational Therapy/Therapist
CiP	Communicate in Print	PD	Physical Disability
CoP	Code of Practice	PDA	Pathological Demand Avoidance
CP	Child Protection	PLP	Personal Learning Plan
CYP	Children & Young People/Person	PMLD	Profound and Multiple Learning Difficulties
EAL	English as an Additional Language	PP	Pupil Premium
EHCP	Education, Health & Care Plan	PR	Parental Responsibility
ELSA	Emotional, Literacy Support Assistant	PT	Physiotherapy/Physiotherapist
EP	Educational Psychologist	SALT/SLT	Speech & Language Therapy/Therapist
ESMH	Emotional, Social & Mental Health	SEMH	Social, Emotional & Mental Health
EWO	Education Welfare Office	SEN	Special Educational Needs
EYFS	Early Years Foundation Stage	SEND	Special Educational Needs and Disabilities
FAS	Foetal Alcohol Syndrome	SENDCo	Special Educational Needs and Disabilities Coordinator
FSM	Free School Meals	SLCN	Speech, Language & Communication Needs
GAT/GA&T	Gifted, Able & Talented	SLD	Severe Learning Difficulties
HI	Hearing Impairment	SM	Selective Mutism
HLTA	Higher Level Teaching Assistant	SpLD	Specific Learning Difficulties
HSS	Hearing Support Service	TA	Teaching Assistant
IEP	Individual Education Programme	VI	Visual Impairment