

St. Anne's & St. Joseph's RC Primary SEND Information Report

School's Contribution to the Local Offer



*We are a family of faith and learning;
following in Jesus' footsteps,
doing the best to be the person God wants us to be!*

Our Vision

Our curriculum is designed to have faith and love at its heart, with children developing a sense of belonging to both our Parish and local community as they journey through school. It is designed to value each child, allowing them to develop their God given gifts. Our curriculum will encourage the highest aspirations for all members of our school family, helping pupils become independent learners who have the resilience to persevere, confidence to rise to all challenges and have empathy for all around them.

St Anne's and St Joseph's RC Primary School

Special Educational Needs Information Report *and School's Contribution to the Local Offer*

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a) This Special Educational Needs Information Report (*incorporating the School's Local Offer*) should be read *in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND)* which is available on the website.

1. What kinds of special educational needs do we provide for?

St Anne's and St Joseph's RC Primary School is a mainstream primary school. We believe that every teacher is a *teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'*. Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENCo and how can parents contact them?

The school's SENCo is Miss Bowden contacted by email: c.bowden@sasj.lancs.sch.uk Alternatively, an appointment to see Miss Bowden can be made via the school office by telephoning: 01254 233019.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils *through the school's Policy on Teaching and Learning*.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The *identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability*.

The school Special Educational Needs Coordinator (SENCo) / Associate SENCo may carry out some additional diagnostic tests (e.g. WRIT, YARC, BPVS) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Special Educational Needs and Disability Support Service (SENDS). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.

4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are greatly valued and their contribution in terms of identification and support for pupils with *SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.*

To keep parents informed, we have a comprehensive website with a SEND section. The SEND section of our website has links to the Lancashire Local Offer main website. We also have newsletters which go out weekly, two *parents' evenings a year and one annual report which enables parents to give feedback.*

Prospective parents are invited and welcome to look round school throughout the year and appointments can be made via the school office. Periodically, we ask parents to complete questionnaires; the theme of these questionnaires varies each time. Feedback is analysed and acted upon where appropriate.

In addition, for children who are on the Special Educational Needs record and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (four times a year). Parents are invited to discuss the IEP with the class teacher. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the IEP is reviewed; if this happens, a new target is set and a note is sent home to inform parents of the new target.

Due to the current Covid-19 pandemic, we are limiting visitors into the school and the annual teacher/parents evening has completed on Teams and targets will be reviewed as part of this meeting.

Children with a high level of Special Educational Need who required an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists and reviewed at least 3 times per year.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information and Advice Service (IAS, formerly Parent Partnership Service). Their *aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'.* More information is available by following the link to IAS under the "Help for Parents and Carers" section of the Lancashire SEND website, www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

The school office staff, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the Information and Advice Service, as above. The school office staff will also support parents with online school applications if they do not have access to computer or internet at home. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

5. How do we involve and consult with the children about their education?

All children take part in the Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. Data from this is tracked annually and shared with teachers at the beginning of each academic year. The data shows that the vast majority of children have a positive view of school. As a school, we are very proud of our pupils and their

behaviour for learning which is witnessed each day. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Children with SEND who have an Individual Education Plan (IEP) are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always focus on the target and/or the strategies, not the child, when a target is not met and make adjustments accordingly.

6. How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, *as laid out in the school's policy on teaching and learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an IEP.*

It is the responsibility of the headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is *co-ordinated by the school's SENCo. Throughout the school, children's progress in maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.*

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Achievement Test (WRAT), CTOPP2, British Picture Vocabulary Scale (BPVS) etc. These can be repeated at a later date to measure progress.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a *'can they do it' basis*) *by the teaching assistant*, backed up by the class teacher. The children are also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated three times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist *assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and* parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with IEP targets are rewarded for their achievements with a certificate.

For children with an Education, Health and Care Plan (EHCP), an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the local authority. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 *are used to begin to establish the parent's choice of high school in order to* assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of Y5 or early autumn term of Y6 *will confirm parents' choice of* high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

7. How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal transition meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

8. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young *people's SEN*. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to *ensure all pupils' needs are fully met*. This is embedded within the graduated *approach section of the school's* policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are *laid out in the school's* policy for Special Educational Needs and Disability. For all children with SEN, the class teacher, SENCo and teaching assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children with SEND (except those with an Education and Health Care Plan (EHCP), SEND Pupil Profiles will be written. For most children, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will *be included in the pupil's support programme and/or IEP*. Some children with a higher level of need may have a Personalised Provision Plan (PPP) which is more detailed than an IEP. There may be some direct input and advice from a specialist teacher from within the LA (Inclusion Service) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

There are currently ten full-time and two part-time teaching assistants (TAs) working in school ensuring support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of SEN provision and small group interventions.

9. How do we adapt the curriculum and learning environment for children with SEND?

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. *Some children's needs can be* met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: focus group with the class teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc.), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, dictaphones, writing slopes and many more.

We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal from the classroom) e.g. further English and maths support, fine and/or gross motor skills, nurture, social skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum delivered through a Personalised Provision Plan. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEN and there are interactive whiteboards in all classrooms.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

10. What else do we do to make the school safe and accessible?

Children remain with a teacher or a TA at the end of the school day until an adult comes to collect them. For children with SEND, specific collection/handover arrangements may be made.

There is sufficient TA cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. TAs are also employed to help with the handover process at the start and end of the day. SEND children are supported by dedicated staff at playtimes and lunch times.

11. Are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENCo attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current TAs and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Dyslexia
- Precision Teaching Methods
- Behaviour Management
- Autism
- Speech & Language Programmes

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, continuing professional development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the performance management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Inclusion Service or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Paediatric Services, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency. CPOMS (Child Protection Online Management System) is utilised to monitor and track pupils and generate reports for multi agencies when required.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. *More information on this can be found on:*

12. How do we know if what we provide for the children is effective?

Provision for children with SEND is as laid out in the school's Policy for SEND.

This Information Report is evaluated annually to ensure the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo/headteacher collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. The SENCo/headteacher liaises with the SEN governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo outlines an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the SLT to ensure that the effectiveness and efficiency of provision is maximised.

13. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the premises manager (headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Board and Lancashire County Council.

Before and after school care is available to all children at St. *Anne's and St Joseph's* RC Primary School from 7.30am until school opens and from 3:15pm until 5:30pm during term time. AJs is run by the school and as such, they adhere to the same policies as the school does.

There are a wide range of after school (and some lunch-time) clubs at St. *Anne's and St Joseph's* RC Primary School throughout the year, varying on a termly basis. We are able to heavily subsidise these to encourage participation and many of these clubs are provided by school staff, but a number of trusted outside providers are also used.

14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy, *Accident / Incident Report Procedures Policy* etc. *The school's Single Equality Policy* is available on the school website and via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in a fridge in the office if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are developed by the School Nurse. All staff know which children have care plans and who is trained to deal with them. Any new adults coming into school go through a *short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs*. Additionally, there is a list of children with medical needs in the front of a confidential file that is held in each classroom; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office. Care plans are kept in the office.

Approximately half of staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. *Where a child's health care needs may impact on their ability to access an educational trip or activity*, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always act on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details.

Emotional and Social

St. *Anne's and St Joseph's* RC Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. All teaching staff record concerns about children on CPOMS. The school liaises with multi agencies in order to provide effective support for families and pupils.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139> Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved and their permission sought.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons. Anti-bullying day is observed and children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues *on the Internet*. *Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire*.

Any bullying *incident is dealt with in accordance with the school's anti-bullying policy*, which is available on the website and from the office on request. Incidents of bullying are extremely rare at St Anne's and St Joseph's and are taken seriously.

In accordance with legislation, the school has a Designated Senior Lead (DSL) as well as deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. The DSL, back-up DSLs and the SENCo have recently been retrained in the use of the new Common Assessment Framework (CAF).

15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for children looked after. This is the headteacher. They liaise with the SENCo and /or classteacher *to contribute to the child's Personal Education Plan (PEP)*. Where a CLA has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

16. What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- In the first instance, contact the class teacher
- If you have concerns which cannot be addressed by the class teacher, then please contact the Key Stage Leader and/or SENCo
- If you continue to have concerns, please contact the headteacher on head@sasj.lancs.sch.uk
- Finally, reference should be made to the *school's Complaints Policy should further action be deemed necessary*. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (in accordance with the Complaints Policy).

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the internet, please ask for assistance at the school office.

June 2021

Appendix 1 - List of personnel involved in SEND issues

NAME	POSITION
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Miss D Mulcock	Headteacher
Miss C Bowden	SENCo
Mrs R Farrington	Associate SENCo
Mrs S Camm	SEN Governor
Mrs K Lightfoot	Chair of Governors
Miss D Mulcock	Assessment Co-ordinator
Mrs C Bowden	Managing Medical Needs Responsibility
Miss D Mulcock	Designated Safeguarding Lead
Miss D Mulcock	Managing Children Looked After Funding

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAF	Common Assessment Framework (for children and young people).
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, <i>Working alongside a school's</i> existing safeguarding processes.
DSL	Designated Senior Lead (for Child Protection)
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement of Special Educational Need from Sept 2014).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IASS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to below year one equivalent all subjects of the National Curriculum.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.

Pupil Profile	<i>An overview of a pupil's strengths and difficulties (For children at SEN Support)</i>
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies / boards of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SEND0	Special Educational Needs and Disabilities Officer (LA representative).
SENDS	Special Educational Needs and Disability Support Service (LA organisation).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
(R)SIA	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LA <i>of a child's educational need.</i> Now known as an Education Health and Care Needs Assessment
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.