

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

SEND Policy and Information Report

Aspire - Challenge – Achieve

Author	SLT Line Link	Date Approved
Mrs Dawne Pearson	Miss Katie Belcher	September 2026
Policy Type	Date of Next Review	Approved By
Trust Wide	September 2027	Trust Board of Directors

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEND information report

Appendix

1. SLAT SEND Strategy
2. SEND Operational Team Overview
4. Sample Pupil Passport
2. TA and Teacher collaboration

1. Aims

Our SEND Policy aims to:

- Set out how our Trust will support and make provision for students with special educational needs (SEND) (see appendix 1)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND (see appendix 2)

The Trust follows the SEND Code of Practice and aims to enable:-

- All students to have access to a broad and balanced curriculum;
- Student's needs to be identified and assessed;
- Educational provision for each student to match their needs;
- Students' views and wishes to be considered;
- Careful recording of the student's needs, progress and outcome of interventions to be kept accurately.

The Trust will work in partnership with the local authority and all professionals to support all students and enable each student to achieve their potential both academically and with their social and emotional development.

We strive to promote individual confidence and positive attitudes and enable every student to experience success. All students in our Trust have access to a broad and balanced curriculum, however for some students it may be necessary to reduce a timetable temporarily to enable intensive support interventions to be carried out. This may mean for example a temporary withdrawal from a non-core subject or some tutorial sessions.

We regard every student as having individual needs, each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Trust community. To this end the SEND team works closely with the Trust's pastoral and safeguarding teams.

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- [The Equality Act 2010](#) which provides legal protection from discrimination in the workplace and in wider society
- [Special Educational Needs \(Personal Budgets and Direct Payments\) Regulations, Section 49](#)

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. According to the SEND Code of Practice, the four primary areas of SEND are:

Cognition and learning difficulties

SPLD - Dyslexia

SPLD Dyspraxia

Moderate learning difficulty

Severe learning difficulty

Profound and Multiple Learning difficulty

Communication and Interaction Needs

Speech, Language and communication Needs

Autistic spectrum Disorder

Social, Emotional and/or Mental Needs

Depression

ADHD

Eating disorders

Anxiety disorders

Mental Health Issues

Social Disorders

Sensory and/or physical needs

Visual Impairment

Hearing Impairment

Multi-sensory Impairment or physical disability

4. Roles and responsibilities

4.1 The SENDCo

The Trust SENDCo, Dawne Pearson holds the National Award for SEN Coordination (NASENCo)

The SENDCo will:

- Work with the Chief Executive Officer, the Deputy Chief Executive Officer with responsibility for pastoral, the Trust SEND link, the SEND governor and the Heads of School to determine the strategic development of the SEND policy and provision in the school;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the Trust's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;
- Work with Chief Executive Officer, Deputy Chief Executive Officer with responsibility for pastoral and the governing board to ensure that the Trust meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.2 The SEND Managers (See Appendix 2)

The Trust's SEND Managers have a number of years' experience both in the classroom and in leading SEND provision and are highly trained to work with students who have a wide range of special educational needs.

The SEND Manager in each school will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching;
- Ensure the Trust keeps the records of all students with SEND up to date.

4.3 The SEND Governor

The SEND Governor is Clare Wookey The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision across the Trust and update the governing board on this;
- Work with the Chief Executive Officer, Trust SEND Lead and SENDCo to determine the strategic development of the SEND policy and provision across the Trust.

4.4 The Chief Executive Officer, Trust SENDCo and the Heads of School

The Chief Executive Officer, Trust SEND Lead and the Heads of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision across the Trust
- Have overall responsibility for the provision and progress of learners with SEND

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 SEND needs that are provided for

Our Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties;
- Cognition and learning, for example, dyslexia;

- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Tourette's, anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying students with SEND and assessing their needs

When a student with an Education Health and Care Plan is offered a place in Year 7 the Trust receives details of the student's needs which are used to plan an effective transition to secondary education in conjunction with the SENDCo at the relevant primary school.

For students without an Education Health and Care Plan we gain information from the school application form completed by the parents and through a comprehensive information gathering exercise from our partner primary schools.

For students who do not have an identified SEND on entry, class teachers and pastoral staff will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, well-being/social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND, but where a teacher (or other member of staff) is concerned about a student they will submit a referral form to the SEND department for further investigation (referral can be made on behalf of pupil/home/external agency). Where appropriate, this may include asking for parental permission to conduct additional screening tests or to referral to external agencies.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Communication with parents and students

- Parents will receive information about students' progress at regular intervals during the year through AOL (Assessment of Learning) points
- Through meeting with subject staff at parents' evenings.
- In addition, parents of EHCP students will be invited to annual review meetings to discuss their progress as well as being offered extended appointments at parents evenings with the SEND Manager.
- Reports from external agencies will be shared with you.
- You can help us to support the young person by:
 Keeping the school informed of medical / emotional factors which may have an impact on the additional needs of your child.
 Doing your best to attend review meetings (EHCP only).
 Supporting the learning of your child at home for example, reading regularly with them, ensuring homework is completed.
 Encouraging them to attend the daily homework club (if applicable).
 Attending parents' evenings.

For other queries:

- If, during the academic year, parents have concerns about a student's progress in a particular subject they should in the first instance contact their son/daughter's subject teacher;

- For pastoral/behavioural/safeguarding concerns the first port of call should be their son/daughter's Year Lead who will consult with the SEND department as needed;
- If parents have a query regarding support for a student's SEND needs they should use the direct email address for the relevant school:

Bourne Academy: SEN@bourneacademy.org

Spalding Academy: SASEN@spaldingacademy.org.uk

Giles Academy: SENCO@gilesacademy.co.uk

Cowley Academy: SEN@cowleyacademy.org.uk

Where a student has been identified as having special educational needs the student will be consulted and involved in the arrangements being made for them wherever possible.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Subject teacher and pastoral staff will work with the SENDCo and SEND Manager to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour as well as their general well-being;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students including moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

In addition to the careers guidance which all students receive, SEND students will be given additional support as required which may include:

- Additional transition/support visits to post 16 centres;
- Additional careers and guidance meetings;
- Liaison with SENDCos in post 16 centres;
- Additional supported transition for Spalding, Cowley and Giles Academy students joining the SLAT Sixth Form;
- Support completing application and UCAS forms.

5.6 The SEND Code of Practice makes it clear that all teachers have a responsibility to meet the needs of SEND students in their classes:

“Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for the individual student, is the first step in responding to students who have, or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.”

High quality teaching is our first step in responding to students who have SEND. This will be adapted and differentiated for individual students using information supplied in their SEND ‘passports’ (see appendix 3) and additional documents attached to students’ electronic records. Students who are academically weak in Maths and English are placed in smaller, foundation teaching groups.

We will also provide additional support such as:

- Teaching Assistants will support pupils with an EHCP using the hover model which enables pupils to develop their independence (See appendix 4)
- Varied programme of interventions that include, but not solely:
 - Literacy and numeracy
 - Sensory; Including purpose built sensory rooms in each school
 - Social Skills and access to Inclusion rooms at break/lunch
 - Handwriting and touch-typing
 - Homework club
 - 1:1 mentoring
 - Physiotherapy
 - Speech and language support
 - Lego therapy
 - Memory

We are committed to ensuring that all teachers and support staff who work with students with SEND are aware of the support recommended and the teaching approaches to be used. This includes:

- Robust Trustwide CPD dedicated to developing Inclusive practice
- Updates at the start of every academic year on SEND provision from the SEND Managers
- Regular updates and additional training opportunities throughout the academic year including a weekly SEND bulletin
- Additional bespoke training for new staff, trainee teachers and ECTs
- Staff access to detailed SEND information including student passports and other reports and recommendations
- Training opportunities with external professionals and specialist advisors as required to support individual students
- Regular updates regarding examination access arrangements through notifications from the Exams teams

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students’ needs are met:

- Adapting and Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Adapting our teaching, for example, giving longer processing times, reading instructions aloud, etc.;

For further information, please consult our Accessibility and Disability Policy (inc: Accessibility Plan) and Exams Policy.

5.8 Safeguarding for students with SEND

The Trust know that additional barriers can exist when recognising abuse and neglect in this group of children, and all Trust staff will be given annual training on to make ensure their awareness. The Trust know that these barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

The Trust SENDCo and SEND Managers work closely with the Designated Safeguarding Leads in each school to ensure that safeguarding arrangements for students with SEND are robust.

5.9 Admission arrangements for students with SEND

Decisions on the admission of students with an EHCP are made by the Local Authority. The admission arrangements for students without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions arrangements.

6.0 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual academic progress;
- Reviewing students' progress towards social and emotional goals;
- Reviewing the impact of interventions each term;
- Using student questionnaires;
- Monitoring by the SENDCo and SEND Managers;
- Holding annual reviews for students with EHC plans.

6.1 Complaints about SEND provision

We make every effort to ensure that students' needs are met but we accept that from time to time issues and questions will arise. When this happens queries are most quickly dealt with by addressing them to the appropriate member of staff.

If the issue is with a particular subject, parents should contact the subject teacher or head of department for that subject. If the issue is a pastoral one, the student's tutor or Year Lead should be the first point of contact. Parents should telephone or email the school and their comments will be passed to the relevant person:

Bourne Academy 01778 422365 office@bourneacademy.org
Spalding Academy 01775 722484 enquiries@spaldingacademy.org.uk
Giles Academy 01205 870693 enquiries@gilesacademy.co.uk
Cowley Academy 01775 820254 enquiries@cowleyacademy.org.uk

If there is an issue concerning more than one subject area or is directly related to SEND provision, contact should be made with the school SEND Manager who will either respond directly or pass the enquiry on to the SENDCo.

Bourne Academy SEN@bourneacademy.org
Spalding Academy SASEN@spaldingacademy.org.uk
Giles Academy SENCO@gilesacademy.co.uk
Cowley Academy SEN@cowleyacademy.org.uk

In addition, please refer to the SLAT Complaints Procedure on the Trust website.

6.2 Additional sources of information and advice for parents of students with SEND **Lincolnshire SEND Local Offer**

www.lincolnshire.gov.uk/send-local-offer

Lincolnshire Parent Carer Forum www.lincspcf.org.uk

Liaise (SEND Information, Advice and Support Service in Lincolnshire)
liaise@lincolnshire.gov.uk

Appendix 1: Special Educational Needs Strategy – SEN First

Provision for students with special educational needs and disabilities in the Trust is exceptional.

As with all of our students we are relentlessly ambitious for them to be successful, both academically and personally.

We have ingrained outstanding practice into the very core of the school's ethos, making it a natural part of our provision for students with additional needs.

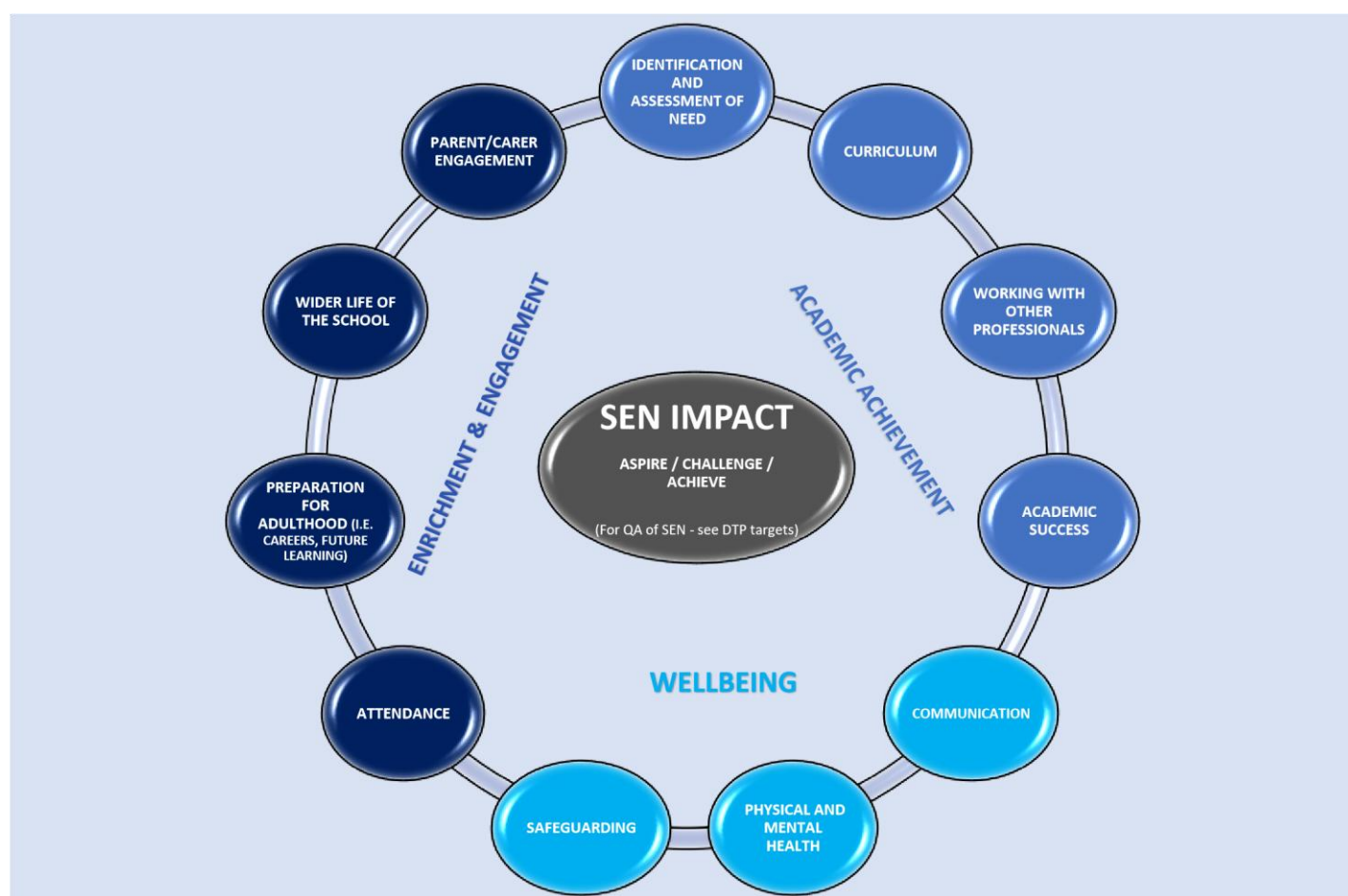
Our aims and ambitions for our students with SEND

The Trust follows the SEND Code of Practice to ensure that:

- All students to have access to a broad and balanced curriculum;
- Students' needs are identified and assessed;
- Educational provision for each student matches their needs;
- Students' and parents' views and wishes are considered;
- Students' needs, progress and outcomes of interventions are recorded accurately.

The Trust works in partnership with the local authority and all professionals to support all students and enable each student to achieve their potential both academically and with their social and emotional development.

We strive to promote individual confidence and positive attitudes and enable every student to experience success. We regard every student as having individual needs and each student has an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Trust community.



SEN REGISTER CATEGORY DEFINITIONS:

THE SEND REGISTER:

In order to ensure that the needs of all students are met all staff need to be aware of the nature of their needs: to this end students are placed in one of 4 tiers as defined below.

It is vital for high quality provision that there is a robust mechanism in place to identify movement between graduated levels of support. All students are reviewed by the SEND Team and Pastoral Team a minimum of three times a year to identify any students who may need to move to a different category of support. In addition, students can be referred at any point in the school year by classroom or pastoral staff for review and assessment by the SEND Team via the SEND Referral process

Tier 1: Quality First Teaching

Students requiring no additional support (no code or N)

The SEND Code of Practice 2015 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high quality adapted teaching, is the first step in responding to pupil needs, for example:

- Collaborative approach to ensure holistic school support
- The teacher has the highest possible expectations of all students in their class
- All teaching builds on what each student already knows, can do and understand
- Lessons are appropriately adapted, which means reactive teaching reinforced by formative assessments is in place so that each student can access the lesson and is fully involved in their learning.
- On-going assessment within the day-to-day framework of the classroom of each students' progress to identify any gap or gaps in their understanding/learning
- Scaffolding, challenge and visual supports
- Support includes, but is not limited to: Pupil voice student wellbeing survey, Whole school literacy strategy: Love of Reading (Y7/8 form time), DEAR (Drop everything and Read and SALAD (speaking and listening to develop communication skills), Accelerated Reader, Reading Ambassadors, Exam Preparation Support, Access to wide range of extra-curricular activities inc: revision sessions, Post 16/18 Careers guidance and wider careers as part of PSHE, Access to Pastoral teams and Safeguarding throughout the day inc: on calls/ SRU/SSU/safe spaces, support with sensory needs ie: Time out/Movement Pass/Sensory room, Immersive Reader, Trust Rewards Policy, full exposure to range of career opportunities, Y11 revision form groups (from February of Y11), weekly SEND CPD bulletin, CPD as part of Training Days, new staff induction and ECT/SCITT programmes

For the majority of our students, the excellent teaching which they receive in lessons coupled with the outstanding pastoral support in place across the Trust is sufficient.

Tier 2: Additional Needs Register

Students with additional needs not currently requiring additional support (AN)

The purpose of the additional needs register is to ensure that no students' needs go unmet. Students on the additional needs register are not currently in receipt of provision which is additional to and different from Tier 1 students, however they have needs or a disability which classroom teachers need to be aware of as part of their normal planning. This category may include:

- Students who have been previously in receipt of additional support (Tier 3)
- Students with a diagnosis such as ASD, ADHD or dyslexia who are not currently receiving additional support
- Students with a disability, health condition, EAL, Mental Health need which does not currently require additional support
- Teacher guidance is available via needs-based pupil passports
- Examination Access Arrangements to ensure fair access in relation to long term physical and mental health issues
- Support includes, but is not limited to: as Tier 1, EAL Support, Enhanced Pastoral support, Emotional Regulation Strategies, Access to SSU. Support tends to be short term/situational

Tier 3: SEND K Register

Students requiring support which is different from and additional to the support required by other students (K)

Students in this tier are in receipt of additional support in order for them to make progress which is in line with or better than their peers. This may include students with a formal diagnosis. This support may be long term (in excess of one school term ie: September to December) or ongoing and could include:

- An SEND student passport, co-produced with pupil (and home as required)
- Formal, planned long term intervention/support in the SEND department, either small group or 1:1
- Support in our SSU Student Support Room for reduced timetable due to EBSA. General EBSA support
- Examination access arrangements where there are indications of a broader SEND support requirement
- Ongoing work with an external specialist e.g. SALT, WTT etc.
- Accidental in class teaching assistant support
- Support includes, but is not limited to: as Tier 1/2, Targeted interventions

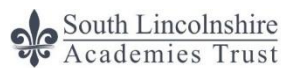
Tier 4: EHCP

Students in this tier will have an Education and Health Care Plan issued by the Local Authority (E)

The outcomes of the EHCP are on their pupil passport and staff will be asked to comment on student's progress against these for the Annual Review Meeting.

- An SEND student passport, co-produced with pupil (and home as required)
- Support includes, but is not limited to: as previous Tiers in addition to Personalised support as outlined in the EHCP, personalised support in revision sessions, attendance tracked weekly with focused action meetings, priority 1 to 1 careers interviews, early access to careers fayre, seating plans carefully considered to make most effective use of additional adult support, additional support for Transition, personal equipment, enhanced Parents evenings

Appendix 2: SEND Operational Team:



SEND OPERATIONAL TEAM

Jemma Curson - Chief Executive Officer			
Katie Belcher - Trust Lead SEND / Headteacher BA			
Dawne Pearson - Trust SENDCo			
Leanne Yates SEND Manager (Bourne Academy)	Marie Woods SEND Manager (Spalding Academy)	Jade McCarthy SEND Manager (Cowley Academy)	Chantelle Heasley SEND Manager (Giles Academy)

Appendix 3: Sample Pupil Passport

 SEN Student Passport		
Student Name		 ASD Photo
Date created	Updated:	
Key information for all	Diagnosis - ASD	
Guidance for staff: • Develop a positive relationship - take time to learn about the young person. • Support with social interactions and situations both within the classroom and beyond, as applicable. • Use pupil's name to gain their attention. • Use simple, clear language explaining sarcasm/metaphors when they are used but avoid if possible. • Avoid long strings of verbal instructions. • Say things in the order that they are going to happen. • If you need to repeat an instruction, say the same words in the same order. • Make sure they are prepared for any changes in routine, including changes in seating plans. • Allow time for the processing of information. • Break down tasks into manageable chunks. • Ensure that they have understood the homework. • Include visual clues in lessons where possible i.e.: list of tasks to be completed. • Be aware that a noisy classroom may cause issues.		
Pupil voice: My interests, <u>What</u> works well in school, What doesn't work well in school: 		

Appendix 4: TA and Teacher Collaboration

TA & Teacher Collaboration

	Teaching Assistants should aim to.....		Teachers should aim to....
Essential Good Practice	1. Be prompt to the lesson	↔	1. Briefly liaise/explain the lesson to the TA at the start/during the lesson
	2. Ensure homework is understood by the students		2. Set homework at the start of the lesson
	3. Set up SEN students with the task, models the outcomes & check on progress		3. Differentiate resources (<i>e.g. Colour paper / enlarge / font</i>)
	4. Move around the classroom responding to students' <u>questions..hover</u> model		4. Provide a SMHWK seating plan with an overview of student needs SEN & Most Able
	5. To maintain an understanding of progress towards EHCP outcomes, as applicable		5. Provide a copy of the unit's SoW for guidance (<i>Print / email / Staff Area</i>)
	6. Have an awareness of the SEN interventions available		6. Be aware of the access arrangements and EHCP outcomes, as applicable for SEN students & plan for these
	Teaching Assistants could.....		Teachers could...
Getting To Outstanding	1. Be aware of the Most Able students in any class & stretch when appropriate	↔	1. Meet termly with the TA to discuss progress & targets
	2. Pass to the teacher 'Progress Notes' on what the SEN students achieved that lesson		2. Swap roles with the TA so SEN pupils have access to your specialist knowledge
	3. Show initiative to become integrated into the learning activities		3. Plan to involve TAs in the lesson (<i>e.g. Leading group, class reading, notes on board, offer opinions</i>)
	4. Encourage the SEN student to ask questions and RAG rate their level of understanding		4. Complete referral forms when there are ongoing concerns

Appendix 5: Acronyms Glossary

A concise reference guide for commonly used SEND acronyms and their meanings.

Core SEND Terms

SEND – Special Educational Needs and Disabilities

SEN – Special Educational Needs

SENCO / SENDCo – Special Educational Needs (and Disabilities) Coordinator

CoP – Code of Practice

Statutory Processes & Documents

EHCP – Education, Health and Care Plan

EHCNA – Education, Health and Care Needs Assessment

AR – Annual Review

SEND Tribunal – Special Educational Needs and Disability Tribunal

Core SEND Practice

APDR – Assess, Plan, Do, Review Graduated Approach cycle

AP – Alternative Provision

TA – Teaching Assistant

PCP – Person Centered Planning meeting

Areas of Need

C&I – Communication and Interaction

C&L – Cognition and Learning

SEMH – Social, Emotional and Mental Health

SP – Sensory and/or Physical

Common Needs & Conditions

ASD – Autism Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ADD – Attention Deficit Disorder

AuDHD – Autistic Spectrum Disorder/ Attention Deficit Hyperactivity Disorder

SLCN – Speech, Language and Communication Needs

SpLD – Specific Learning Difficulty (e.g. dyslexia)

MLD – Moderate Learning Difficulty

SLD – Severe Learning Difficulty

PMLD – Profound and Multiple Learning Difficulties

HI – Hearing Impairment

VI – Visual Impairment

MSI – Multi Sensory Impairment

DLD – Developmental Language Disorder

Professionals & Services

EP – Educational Psychologist

SALT / SLT – Speech and Language Therapy

OT – Occupational Therapy
CAMHS – Child and Adolescent Mental Health Services
MHST – Mental health Support Team

Multi-agency & Safeguarding

TAF – Team Around the Family
CIN – Child in Need
CP – Child Protection
CiC - Child in care

Education Context

LA – Local Authority
PRT – Pupil Referral Team
CP – Community Paediatrics
OFSTED – Office for Standards in Education, Children's Services and Skills
DfES – Department for Education and Skills
FSM – Free School Meals
PP – Pupil Premium
EAA -Exam Access Arrangements