

# Padiham Green CE Primary School

*Jesus said, "Come Follow Me." Matthew 4:19*



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

*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.*

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: June 2025

## What kinds of special educational needs do we provide for?

Padiham Green is a mainstream primary school for children aged 4 – 11 years. We are an inclusive school and aim to provide every child with access to a broad and balanced education. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting where possible. 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.

## Who is the SENDCO and how can parents contact them?

The school's SENDCO is Mrs Becky McLoughlin. She is available to discuss any SEND needs and can be contacted via email: [SENCO@padihamgreen.lancs.sch.uk](mailto:SENCO@padihamgreen.lancs.sch.uk)

Alternatively, an appointment to see Mrs McLoughlin can be made via the school office by telephoning: **01282 776855**.

The Head Teacher Mrs Lisa Tyrer is a SEN Advocate and is responsible for the day to day management of all aspects of the school including supporting children with SEND. She is more than happy to support and answer questions when needed.

## 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.

It is 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 (SENDCO) will oversee identification and support staff and parents to assess needs. If staff have initial concerns, they will use observations to gather evidence to fully assess pupils' needs. The SENDCO will then work closely with the class teacher and parents to assess and monitor progress to put in a plan in place to support. This may include the child having a TLP (Targeted Learning Plan) in place. The school may then, with parental permission, seek the advice of external agencies such as Specialist Teachers, a Speech and Language Specialist 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.

### **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 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. We also have two parents' evenings a year to provide parents with the opportunities to discuss their child's progress.

In addition, for children who are on the Special Educational Needs record and have Targeted Learning Plan (TLPs), the TLPs are written by staff and shared with parents termly. Staff aim to discuss these with parents either face to face or via a phone call. Parents are also invited to discuss the TLP with the class teacher at any point in the process. We also send a copy of the previous TLP with an evaluation to show the progress the child has made against their targets.

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 (SENDIAS, 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 here: <https://lancssendias.org.uk/>.

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. If necessary, interpreters of other languages would be bought in by school or policies and documents can be translated into other languages.

The Class Teacher, Headteacher and/or SENDCO 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. Information, advice and guidance for families of children with SEND is available via the SENDCO and/or links on our website and the Local Offer ([www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)).

In addition to this, we send a monthly newsletter home with the children and this is put on the school website. Across the school year, we hold a range of events where parents are invited to come into school during the school day to see what their child is learning and chat informally with teachers.

### **How do we involve and consult with the children about their education?**

All KS2 children take part in a 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. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Children with SEND are involved as much as possible in discussions about their targets including how well they are progressing and what they need to do as a “next step”. They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress.

### **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 a TLP. For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENDCO and any relevant external specialists e.g. Specialist Teachers, Educational Psychologists, Speech and Language Therapists etc.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school’s SENDCO. Throughout the school, children’s progress in Mathematics 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.

If staff or parents raise concerns, the SENDCO may carry out targeted classroom observations and have in depth discussions with class teacher and/or parents about progress to ensure that a robust plan is put in place. This may lead to monitoring plans being put in place and in some circumstances TLPs may be written.

All TLPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are regularly monitored throughout the term by the teaching assistant, backed up by the class

teacher. If appropriate, the child is also encouraged to self-evaluate against their targets throughout the term with the teaching assistant and/or teacher. New targets are set as soon as each target is met. TLPs are formally reviewed and evaluated termly by the class teacher and/or SENDCO, informed by the termly monitoring; this may involve getting further support from a Specialist. A copy of a child's TLP is sent home, along with a copy of the previous, evaluated TLP. Staff will then liaise with parents to discuss the TLP and how best to support their child. Parents are encouraged to continue support at home and can contribute to target setting and evaluations where appropriate.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the LA. 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 the summer term of Y5 to 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 SENDCO invited.

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

We recognise that transitions can be difficult for all children and especially for a child with SEN and take steps to ensure that any transition is as smooth as possible.

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. Where necessary, children will have focused learning tasks about aspects of transition to support their understanding of the changes ahead, children will visit their new school on several occasions and in some cases staff from the new school will visit children in this school.

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 SENDCOs 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 SENDCO will contact the SENDCO 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.

### **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 Special Educational Needs, the class teacher, SENDCO 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 most children, the class teacher and SENDCO will make more detailed arrangements for a programme of support, including a Targeted Learning Plan (TLP) 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 TLP. There may be some direct input and advice from a Specialist Teacher or from other agencies such as Educational Psychology Services, NHS 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.

For 23/24 there are 12 full-time and 2 part-time teaching assistants (TAs) and support staff (pastoral) working in school ensuring support in every class with some additional support to be deployed where and when the needs arise including in-class support, the one-to-one delivery of SEN provision and small group interventions.

### **How do we adapt the curriculum and learning environment for children with SEND?**

If adaptations to the curriculum or learning environment are needed, then we work hard to ensure that these adaptations are put in place and get support from Specialists if required.

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: Intervention groups 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, voice recording devices,

writing slopes and many more. We have a 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 Curriculum. 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. This will be supported by Specialists to ensure that it caters to the needs of the child.

We have a range of ICT programmes for pupils with SEN (e.g. IDL Cloud for literacy and Maths). Children have access to a laptop where necessary 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.

### **What else do we do to make the school safe and accessible?**

Padiham Green Church of England Primary School is a smaller than average sized primary school approximately 200 children aged 4 – 11.

The school is approached from a side road; there are large entrance gates that lead to a car park for staff and visitors. This car park has two disabled parking spaces at the front of the building, which are made available to parents and/or children who are Blue Badge Holders. The whole school building was renovated and extended in 2011 with all our classrooms increasing in size with the extra provision of a 'Discovery Hub', library, pastoral room, Red Room (additional learning/meeting room), Cloud (computer room) and outdoor classroom (Pod).

The school is mainly single story and is wheelchair accessible. The main entrances to the front and sides are wide enough for wheelchair access and there are ramps fitted. We have two toilets with disabled access, one of which has a shower. One is located on the junior corridor and one is within the PG Hub. Furniture is modern and of a suitable height appropriate for the age group of children being taught in that classroom. In school, we have two ramps and wide doors, which make it wheelchair accessible. All classrooms are carpeted and have blinds, which supports all children, but particularly hearing and visually impaired children.

When the school gates open, all children are handed over to staff by their parents/carers. Special arrangements are in place for some children with acute medical / social needs so that busy entrances to school can be avoided. All children from EYFS to Y6 are supervised as they leave school to ensure a safe handover. If someone other than a parent is collecting the children, school must be informed in advance. For children with SEND, specific



collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

SEND children are supported by dedicated staff at playtimes and lunch times. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day.

### **How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The school plans training for all staff to improve the teaching and learning of children including those with SEND, this involves whole school training on SEND issues such as Autism and Speech and Language difficulties.

Mrs McLoughlin supports the class teachers in teaching children with additional needs. We also 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. Individual teachers and support staff attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as an Educational Psychologist or Specialist Teachers; Local Authority services such as the Special Educational Needs and Disability Support Service (SENDS) 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, 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.

School have invested in having a Speech and Language Therapist in school once a week to work with children and staff. She gives regular training to teachers and support staff in delivering programmes and supporting children with Speech and Language difficulties. In addition to this, school work with Specialist Teachers who support both children and staff in school. They provide regular updates and training for staff in how best to support the children in their class.

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 EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

### **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.

The SENDCO reports annually on 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 SENDCO / Head Teacher collect and analyse tracking data for all pupils on the SEND register and use 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 SENDCO liaises with the SEN Governor to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCO outlines an annual action plan and updates progress.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCO. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

### **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 visits) 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.

At lunch time, the children can make use of our extensive outdoor provision. This includes a pirate ship, a secret garden, a gardening area and a playhouse. We also run a play-leader system which is led by our sports coach and year 6 children.

Within school we try to make learning real and as part of this organise relevant visits and visitors to support the children's learning e.g. musicians; visits to Gawthorpe Hall; work with the Community Police and events at the local high schools. All activities within and outside school are covered by a risk assessment. These are carried out by the Educational Visits Coordinator (EVC). 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 Body and Lancashire County Council.

Before and after school care is available at Padiham Green from 7:30am until school opens and from 3:30pm until 5:30pm during term time. Both are run by highly trained and nurturing teaching assistants from school. Rather than an extension of the school day both are run as a homely, safe environment. Further information can be obtained from the school office.

After-school activities are offered to children each half term. All of our teacher led clubs are free of charge as well as our lunchtime sports, thanks to funding from Sports Premium and Pupil Premium. These clubs are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils as required, especially if clubs are run by external agencies.

## **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 on the school website. The school's Equality Policy is available for free on the website and via the school office on request.

Care plans are written for children with medical needs. These are written with the child (if appropriate) and parents. It is agreed with the class teacher/teaching assistant and other relevant people. This is then shared with all members of staff. Medicine is administered by office staff, when necessary, and is stored safely throughout the school day and in the fridge if appropriate. When medication is given the child's medication form is signed and countersigned with the date and time (if relevant). Children who are asthmatic and require an inhaler, are asked to keep it in their class so that it is always accessible. Parents are asked to check regularly that inhalers are in date.

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. There is a list of trained first aiders around school and in an emergency agreed procedures are followed. Minor issues are dealt with by trained school staff but we would always err 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 including home and mobile telephone numbers.

### **Emotional and Social**

Padiham Green 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.

The school employs a "Pastoral Lead", who is ELSA trained (emotional literacy support assistant) who supports both staff and children. Regular support groups (KS1 and KS2) are run each week for specific children. The Pastoral Lead also provides other Social Skills Groups and 1:1 emotional work / counselling for children who require it.

Where more specialist support is needed for mental health and well-being, the school SENDCO may refer into external agencies such as ELCAS Mental Health Support team. The school also liaises with all relevant specialist agencies such as the family and medical centres, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

If a family has an EHA (Early Help Assessment), 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. These are run by both the SENDCO and Pastoral Lead.

### **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, daily whole-school assemblies and an annual visit from the Life Education Bus. Anti-bullying week encourages children to recognise when to speak to members of staff if they are worried especially during playtimes. Children with specific difficulties may be teamed up with a buddy 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.

Online-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. In accordance with legislation, the school has a Designated Senior Lead (DSL) and two deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness and safeguarding training. The school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.

### **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 SENDCO to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

### **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:

- a) Firstly, contact the class teacher via the school office;

- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCO (contact details in qu. 2);
- c) 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).

### **Where can I find information about the Authority's Local Offer?**

[www.lancashire.gov.uk/SEND](http://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.

## **Appendix 1**

### **List of personnel involved in SEND issues**

<b>NAME</b>	<b>POSITION</b>
Mrs L Tyrer	Head teacher / DSL
Mrs B McLoughlin	SENDCO / Deputy DSL
Mr L Parkinson	Pastoral Lead
Mrs S Howard	SALT Lead
Mrs D Barsby	SEN Governor
Mrs D Barsby	Chair of Governors
Mrs M Barber	Back-up DSL

## Appendix 2 – Terminology and Acronyms

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>Amanuensis</b>	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
<b>ASC / ASD</b>	Autistic Spectrum Condition / Disorder.
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>CLA</b>	Child Looked After. (This is NOT a special educational need). Same as LAC.
<b>CPOMS</b>	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes,
<b>Dyscalculia</b>	Pupils having difficulty in acquiring mathematical skills.
<b>Dysgraphia</b>	Children who may be verbally proficient but have difficulty writing down their thoughts.
<b>Dyslexia</b>	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
<b>Dyspraxia</b>	Pupils with impairment of gross and fine motor skills.
<b>EAL / ESL</b>	English as an Additional (or Second) Language (This is NOT a special educational need).
<b>EHA</b>	Early Help Assessment (this replaces the CAF)
<b>EHCA(R)</b>	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
<b>EHCP (or EHC Plan)</b>	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
<b>EP(S)</b>	Educational Psychology/ist (Service).
<b>HI</b>	Hearing Impaired.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>IAS</b>	Information and Advice Service (Previously Parent Partnership Service /Officer)
<b>IEP</b>	Individual Education Plan.
<b>LAC</b>	Looked After Child. (This is NOT a special educational need). Same as CLA.
<b>LA</b>	Local Authority.
<b>MLD</b>	Moderate Learning Difficulties.
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
<b>NASEN</b>	National Association for Special Educational Needs.
<b>OT</b>	Occupational Therapy
<b>P Scales</b>	Performance descriptors. A common basis for measuring (within school) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum
<b>PD</b>	Physical Disability.
<b>PECS</b>	Picture Exchange Communication System.
<b>PEP</b>	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
<b>PIVATs</b>	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
<b>Pupil Profile</b>	An overview of a pupil's strengths and difficulties (For children at SEN Support)
<b>SaLT / SLT</b>	Speech and Language Therapist.
<b>SEMH</b>	Social, Emotional and/or Mental Health.
<b>SEN Code of Practice (CoP)</b>	Practical guidance to LAs and the governing bodies of all maintained schools.
<b>SEN</b>	Special Educational Needs.
<b>SENDCO</b>	Special Educational Needs Co-ordinator.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SEND0</b>	Special Educational Needs and Disabilities Officer (LA representative).
<b>SEN Support</b>	Pupils on the SEN register have SEN Support unless they have an EHCP.
<b>SLCN</b>	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
<b>SLD</b>	Severe Learning Difficulty.
<b>SpLD</b>	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
<b>SLCN</b>	Speech, Language and Communication needs.
<b>TA/LSA</b>	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
<b>TAF</b>	Team Around the Family.
<b>VI</b>	Visually Impaired.