



# Lickey Hills Primary School and Nursery

## Special Educational Needs and/or Disability (SEND) Information REPORT

2023 - 2024

Welcome to our SEND information report which is part of the Worcestershire Local Offer for Learners with Special Educational Needs and Disability (SEND). This local offer can be found at the following site:

[www.worcestershire.gov.uk](http://www.worcestershire.gov.uk) > [sendlocaloffer](#)

At LHPSN we are committed to working together with all members of our school community. This information has been produced in line with the current SEND Code of Practice 0 -25 Years, September 2014.

### **What kinds of Special Educational Needs and Disabilities (SEND) are provided for?**

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks during informal assessments. We take guidance from Worcester County Council's Ordinarily Available document to ensure that we are following the requirements as outlined in '*Special Educational Needs & Disabilities Code of Practice 0-25 years (2014)*' (*Code of Practice*).

**SEND provision can be considered as falling under four broad areas:**

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

### **How do we identify children with SEND and how do we assess their needs?**

Pupils might enter school with previously identified SEND. The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations (*we take guidance from Worcester County Council's Ordinarily Available Document*), extra

support or provision is put in place at the discretion of the Headteacher, Mr D Dathan in consultation with the school SENDCo Mrs H Williams.

**We follow a graduated response to SEND needs and there are three different levels of support:**

**Wave 1** - quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** - specific, additional and time-limited interventions (normally on a 6 weekly assess and review cycle) provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** - targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential; this is often 1:1 support and teaching.

### **What are the arrangements for assessing and reviewing progress?**

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the process.

#### **Assess**

SEND pupils may be identified in a range of ways. We ensure assessment of educational needs is a partnership between the learner, their parents/carer and the teacher. The SENDCo supports the identification of barriers to learning. SEND pupils may be identified through the teachers' observations and assessment, and school based criteria including:

- Evidence obtained by teacher observations/ judgements
- Performance against national expectations
- Pupil progress in relation to Early Years' Foundation Stage curriculum expectations and national curriculum targets.
- Standardised tests which are tests to compare children of the same age nationally or
- Criterion referenced tests such as high frequency word checks or phonic knowledge checks.
- External agency reports and observations
- Records from previous schools
- Information from parents

#### **Plan**

In liaison with the SENDCo and teachers and in consultation with the parent and the pupil, the interventions and support to be put in place are planned. Once a child is identified with a Special Educational Need an Individual Provision Map (IPM) will be developed in consultation with the pupil and parents. This will include:

- Short realistic and measurable targets related to the area of concern.
- Suggested strategies to be used by teacher, support staff, parents and pupil
- The teaching strategies to be used
- A start date and finish date of the intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Leader will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review**

Children, parents/carers and staff will be directly involved in the reviewing process. Monitoring progress is an integral part of teaching and leadership within LHPSN. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we will discuss progress and next steps. If a learner has an Educational Health and Care Plan (EHC plan) the same termly review conversations take place and the EHC plan will be formally reviewed annually

### **Who pays for the provision?**

The school budget, received from central government, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of the needs in school.

The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- The children already getting extra support
- The children needing extra support

- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

**Who are key members of staff for SEND at Lickey Hills Primary & Nursery School and what will they do?**

<p><b><u>Class Teacher</u></b></p>	<p><b>The class teacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Adapting and refining what children learn and how they access the learning by responding to the strengths and needs of all pupils.</li> <li>• Checking on the progress of your child and identifying, planning and delivering Wave 1 (see above) additional support within the classroom.</li> <li>• Working with intervention teachers and the SENDCo to provide group provision maps to plan, deliver and monitor Wave 2 support.</li> <li>• Working with the SENDCo to devise Individual Provision Maps (personalised learning plans) for those children with an EHC Plan. Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Applying the schools SEND policy in their classroom and around the school. If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.</li> <li>• Meeting with parents three times a year in addition to parent's evenings to share progress, IPM targets and review previous targets set.</li> </ul>
<p><b><u>SENDCo</u></b> <b><u>EYFS-Mrs Reading</u></b> <b><u>KS1 &amp; KS2 including the Language Base</u></b> <b><u>Mrs Williams</u></b></p>	<p><b>The SENDCos are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Management and co-ordination of whole school provision mapping and making sure there are excellent records of your child's progress and needs.</li> <li>• Developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Referrals to and liaison with outside agencies e.g. Speech and Language Therapy, Complex Communication Team, etc.</li> <li>• Meeting with and supporting parents to ensure that you are: Involved in supporting your child's learning and kept informed about how your child is getting on.</li> <li>• Involved in reviewing how they are doing, organising SEND reviews and updating the SEND register (a system for ensuring all the SEND needs of pupils in this school are known).</li> <li>• Providing specialist support for teachers and support staff in school.</li> <li>• Ensuring that diagnostic assessments are undertaken after WAVE 2 to help inform WAVE 3 intervention and to note if personalised intervention is successful.</li> <li>• To support training and resources in order to enable staff to deliver quality first teaching within the classroom.</li> <li>• To raise awareness of, and support for specific learning difficulties</li> </ul>

<p><b><u>Mr David Dathan</u></b> <b><u>Headteacher</u></b></p>	<p><b>The Headteacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the support of children with SEND.</li> <li>• Financial management surrounding SEND funding.</li> <li>• Keeping the Governing body up to date about any issues in school relating to SEND.</li> </ul>
<p><b><u>School Governor</u></b> <b>Diane Hanke</b></p>	<p><b>The school SEND governor is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made available for any child who attends the school who has SEND.</li> <li>• Monitoring SEND across school.</li> <li>• Acting as a strategic role to support SEND good practice within school.</li> </ul>

### **How do I communicate any concerns about my child?**

Throughout all three steps below, the SENDCo is available, by appointment through the office throughout the week. School offers an open door policy with regard to contacting members of staff. You can also contact the SENDCo stating appropriate Key Stage e.g. EYFS or Key Stage 1 & 2 via the School Office.

**Step 1** If you have any concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that concerns are being managed and that your child is still not making progress you should speak to the SENDCo appropriate to your child's Key Stage or a member of the Senior Leadership Team. If you are still not happy you can ask to speak to the school SEND Governor.

**Step 2** If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to: Listen to your concerns, plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child's learning.

**Step 3** If your child is identified as needing a referral to outside professionals for SEND support, you will be asked to sign a consent form. We firmly believe that your role and your involvement in the provision are vital.

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, in the first instance concerns should be raised with the class teacher. If a satisfactory outcome is not achieved an appointment can be made by parents/carers to speak to the SENDCo or Headteacher, who will discuss the issue and make every effort to resolve the problem. In extreme cases the parent may be referred to the LA. A parent can also be directed towards Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS 01384 817373).

**When your child is placed on the SEND register you will have the option of an additional three meetings throughout the year with your child's class teacher. You will work together to:**

- Set clear goals
- Discuss the activities and support that will help achieve them

- Review progress and identify the responsibilities of the parent, pupil and the school. These meetings are led by the class teacher. Children are always invited to join these meetings. Pupil voice is included when reviewing the targets.

### **What arrangements are there for consulting pupils and Involving them in their education?**

As discussed, where progress continues to be less than expected the SENDCo will invite parents/carers in to discuss the next steps in order to further assess the young person. Following this the SENDCo or class teacher will meet with the child to complete their plan. This will include the child's thoughts on their strengths and weaknesses and suggestions for targets to work towards. Depending on their age, pupils with an Education, Health and Care Plan are invited to submit their views in writing as part of their annual review.

### **School's role, Parent's Role and what it looks like for my child.**

<b>Provision Wave</b>	<b>Description of SEND help</b>	<b>What School will do?</b>	<b>What is my role as parent?</b>	<b>What does it look like to my child?</b>
<b><u>Wave 1</u></b>	<p>In the classroom</p> <p>Quality teaching provided by the teacher</p> <p>Adapted teaching to meet your child's needs</p> <p>Lots of different ways of teaching (e.g. visual, practical)</p> <p>Specific strategies in place to support your child's learning (suggested by you, the SENDCo or outside staff)</p> <p>A classroom environment which enables all children to learn effectively.</p>	<p>Class Teacher, Senior Leadership and SENDCo will monitor your child's progress every half term</p> <p>Class teachers will be available after school to discuss any concerns, what is working at home and share strategies that work with your child.</p> <p>Adapt/tailor homework to your child's specific needs. and if needed instigate a home school communication book.</p> <p>Senior Leaders in the school will monitor planning, teaching and classroom provision to ensure quality teaching is happening</p>	<p>Informing the class teacher if you have any worries about your child.</p> <p>Informing the class teacher of any strategies that work at home that may help your child in school.</p> <p>Filling in a home school communication book if this is helpful to your child.</p>	<p>Your child will have the resources they need to access learning in the best possible way for them. E.g. task management boards, visual timetables, specialist equipment, etc.</p> <p>Your child will have adapted or scaffolded work which meets them wherever they are in their learning.</p>

If it is highlighted by you, the teacher or through the formal progress review which happens every half term (with class teacher, Senior leaders and SENDCo) that the Wave 1 Provision is not meeting your child's needs then your child will be provided with Wave 2 provision. This Wave 2 type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Provision Wave	Description of SEND help	What School will do?	What is my role as parent?	What does it look like to my child?
<b>Wave 2</b>	<p>Trained TA or Teacher led work with small groups of children with similar needs in the classroom or in a different room within the school.</p> <p>Short term, (6-10 week) planned, monitored and reviewed intervention with clear learning targets aimed to "plug the gaps" in learning so they can catch up with their peers.</p>	<p>Group provision will be planned by teachers to meet the children's needs.</p> <p>Clear targets will be set and reviewed at the end of the 6 week provision</p> <p>Parents will be informed by the class teacher of provision extra to that normally provided within the classroom.</p> <p>Discuss any reports through outside agencies with you.</p>	<p>Carry out any support that is suggested will help your child at home, e.g. extra reading sessions at home.</p>	<p>Twice a week for 15 or 20 minutes, your child may work in small groups with other children with a similar need outside their normal Writing and Maths lessons. These groups will last 6-10 weeks and then your child's progress will be reviewed with teachers.</p>

If Progress is not seen after Wave 2 group interventions have been carried out and fully assessed, then further investigation, assessment or individual work needs to be put into place and planned. At this point the school may seek advice and support from outside agencies such as Speech and Language Therapy, Educational Psychologists, Occupational Therapy groups, Autism Spectrum Disorder Outreach team or the Learning Support Teams. At Wave 2 or 3 your child may be considered as having "SEND support" within school and may be placed on the Code of Practice, a list of children who are receiving SEND provision over and above what is available to all children within their normal classroom environment.

Provision Wave	Description of SEND help	What School will do?	What is my role as parent?	What does it look like to my child?
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<p><b><u>Wave 3</u></b></p>	<p>Child will be placed on the SEND support register</p> <p>Outside agencies may be involved with your child (see below for more details)</p> <p>Your child may have an individual provision map tailoring the teaching and learning to their specific needs.</p> <p>Children with an EHC Plan will be provided with Wave3 provision.</p>	<p>Keep the SEND register updated</p> <p>Liaise with outside agencies</p> <p>Teachers and/or SENDCo will meet with the child's parent to update their Individual Education Plan (IEP) termly.</p> <p>Organise Annual Reviews for children with an EHC plan or those who have a place within our Language Base.</p> <p>Review and decide (after discussions with outside agencies and parents/carers) whether your child needs some degree of individual support in school. (For more detailed information please see below.)</p>	<p>You will be asked to come to a meeting each term to discuss your child's progress and help plan possible ways forward.</p> <p>You may be asked to give your permission for the school to refer your child to a specialist professional. E.g. a Speech and Language Therapist</p>	<p>The school and parents will understand the child's needs better and be able to support them better in school.</p> <p>The specialist professional may make recommendations like changing the way your child is supported in class or changing some aspects of teaching to support them better.</p> <p>Your child may have individual support within some lessons from an adult.</p>
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### **Information regarding EHC Plan**

Occasionally, after assessments in school and by outside agencies and conversations with you as parents it may be decided that your child is thought to need a high level of specified individual support in school of more than 20 hours a week which cannot be provided from the budget available to the school. This is usually provided via an Educational Health and Care Plan (EHC Plan).

**For your child this would mean:**

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process, which sets the amount of support that will be provided for your child.



- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support on the SEND register, with resources that are ordinarily available to the school.
- After the reports have all been sent in, the LA will decide if your child's needs are "severe, complex and lifelong" and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC plan.
- The EHC Plan will outline the number of hours or equivalent funding to support your child's needs and a plan will be received from the LA outlining how the support should be used and what strategies must be put in place. It will also include short and long term goals for your child. The additional funding may buy resources to support the EHC plan or employ an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.
- Once a child has an EHC Plan you as a parent will be fully involved along with the school in deciding how the additional funding will be used to best support your child.

### **Agencies and individuals that provide support for pupils at Lickey Hills Primary School and Nursery**

#### **Directly funded by the school:**

- Two SENDCos (Mrs Williams -Key Stage 1 & 2 & Mrs Reading-Early Years)
- Two Teaching Assistants for SALT (Speech and Language Therapy) within our base provision
- A pastoral learning mentors to support with SEND interventions across the school
- Additional SALT support of  $\frac{1}{2}$  day a week to support accross the school
- Outreach Services including the CCD (Complex Communication Disorders) Team and ASD (Autistic Spectrum Disorders) Team-Steven Fessey (Worcestershire Children First) and Chadsgrove Special School outreach services
- Positive Behavior Support Team (PBT)

#### **Paid for centrally by the government or LA but delivered in school:**

- Speech and Language Therapy (Provided by Health Care but paid for by the Local Authority)- Mrs Louisa Hatton & Miss Sarah Morris
- Sensory Service for children with Visual or Hearing needs
- Child and Adolescent Mental Health (CAMHS)-Forward Thinking Birmingham

#### **Provided and paid for by the Health Service but delivered in school:**

- School Nurse-Caroline Nichols
- Occupational Therapy-Both Worcestershire & Birmingham Services
- Physiotherapy

**We also work with and alongside:**

- Social care, Community Social Worker (Worcestershire-Jeff Barnard)
- Family Support-Theresa Hall
- The Early Help Hub
- Parent Partnership
- Community Police

**How are children supported when moving between phases of education?**

Lickey Hills Primary School and Nursery recognises the value of a smooth transition for all pupils. We take guidance from Worcestershire's Transition Tool Kit.

**Within school, smooth year to year transitions are ensured through:**

- Open strong relationships with all staff and all children and regular collaborative sessions throughout the year.
- A formal "handover meeting" between the current and next teacher where the needs of every child are discussed.
- Extra visits to new classrooms and to meet new teachers are planned into the curriculum.

Children are aware of key members of staff who they can talk through any concerns or worries. If it is deemed necessary, key members of staff are temporarily used to support transition. If necessary, transition action plans are tailored to a child's individual needs following consultation with key stakeholders. We have good links with the local secondary schools and we plan opportunities for collaborative working. A clear and well thought out transition process is in place for children going to Secondary School. When children transfer to other schools, all information is sent on to the receiving school and if deemed necessary and if possible staff will visit the new school with the child to help them with the transition. All children on the SEND register work with their class teacher to write a pupil passport to share with their next Teacher/TA. This lists ways to help the child learn, things they do or don't like, what resources they need etc.

**How are our staff trained to support children with SEND?**

- Termly evaluation of the needs of all children including those who require SEND support.
- All staff audit their skills each year and staff are carefully deployed according to their strengths and the children's needs.
- Provision is carefully planned. Targets for SEND provision are embedded into the Schools development plan and training is carefully planned in.
- Individual staff are sent on relevant training and then cascade this to all staff. We have a dedicated and trained Speech and Language team who work with small

groups and individuals throughout the school giving targeted help and support where the children need it.

- We regularly and carefully review the quality of teaching and how children with SEND are catered for.

### **What support is available for improving emotional and social development?**

- The well-being of all of our pupils is extremely important to us all. Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.
- Personal, Social and Health Citizenship Education (PSHCE) is integral to our curriculum and is also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a personalised plan may be put in place for pupils with the highest need.
- A large proportion of staff have been Team Teach trained to promote positive behaviour across school and to ensure protective behaviours are supported.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and actioned by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through questionnaires, pupil interviews and other forums.
- We use 'EDU KEY' to survey all KS2 children to identify gaps in their social and emotional well being.

### **How do we adapt the curriculum/ learning environment for SEND pupils?**

All pupils at LHPSN have access to a broad and balanced curriculum and teachers have high expectations for individuals with SEND. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include:

- use of technology
- use of practical resources/specialised or modified resources
- positive behaviour rewards system
- additional adult support
- adaptation to visual stimuli including assessment materials
- personalised activities

The school is accessible to parents and children with disabilities. Within the school we have a disabled toilet and care room facilities. There are allocated parking bays for disabled use in the main school car park.

### **Complaints**

We hope that you and your child are happy with the SEND provision at LHPSN, however if you feel you would like to raise any concerns you have please communicate either verbally or in writing in the first instance to your child's class teacher. Following this, if you are unhappy with the outcome, contact the school SENDCO, Mrs H Williams or your Headteacher, Mr D Dathan. Our complaints procedure follows the Worcestershire LA guidelines. Further details of our Complaints Policy can be found [here](#).

Updated by Mrs H Williams  
SENDCo for Key Stage 1 & 2 and the Language Base  
September 2023

## Glossary of SEN Terminology

Here is a quick guide to Special Educational Needs terminology.

ABA	Applied Behavioural Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ADOS	Autism Diagnostic Observation Schedule
APD	Auditory Processing Disorder
AR	Annual Review
ARP	Additional Resource(d) Provision
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
Beacon School	A school that has been identified as amongst the best performing in country and represent examples of good practice
BSP	Behaviour Support Plan
CAF	Central Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CARS	Childhood Autism Rating Scale
CDC	Council for Disabled Children

CF	Cystic Fibrosis
CFA	Children and Families Act 2014
CHAT	Comprehensive Health Assessment Tool
CI	Communication and Interaction
CIN	Child In Need
CL	Cognition and Learning
CP	Cerebral Palsy
CP	Child Protection
CP	Clinical Psychologist
CPR	Child Protection Register
CYPS	Children and and Young Persons Service
DP	Direct Payments
DD	Disability Discrimination
DfE	Department for Education
DFG	Disability Facilities Grant
DISCO	Diagnostic Interview for Social and Communication Problems
DSA	Disabled Students Allowance
DX	Diagnosis
E2E	Entry to Employment

EA	Education Act 1996
EBD	Emotional and Behavioural Difficulties
EDS	Elhers Danlos Syndrome
EWO	Education Welfare Officer
EP	Educational Psychologist
EPS	Educational Psychology Service
EFA	Education Funding Agency
EHCP	Education, Health and Care Plan
EOTAS	Education Other Than at School
ESBD	Emotional, Social and Behavioural Difficulties
ESP	Early Support Programme
ESW	Education Social Worker
EWO	Education Welfare Officer
EYCDP	Early Years Development and Childcare Plan
EYFS	Early Years Foundation Stage
FE	Further Education
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impaired

IASS	Information, Advice and Support Service
IBP	Individual Behaviour Plan
ICP	Individual Care Plan
IO	Inclusion Officer
IPM	Individual Provision Map
IPP	Individual Pupil Profile
IPS	Independent Parental Supporter
IPSEA	Independent Panel for Special Educational Needs
JHS	Joint Hypermobility Syndrome
JR	Judicial Review
LA	Local Authority
LD	Learning Difficulties
LGO	Local Government Ombudsman
LO	Local Offer
LA	Local authority
LEA	Local Educational Authority
LSA	Learning Support Assistant
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulties



MN	Medical Needs
NC	National Curriculum
NQT	Newly Qualified Teacher
NVLD	Non-verbal Learning Disorder
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
OT	Occupational Therapist
PB	Personal Budget
PDA	Pathological Demand Avoidance
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange Communication System
PEP	Personal Education Plan
PMLD	Profound and Multiple Learning Disability
PT	Physiotherapists
RAS	Resource Allocation Assessment
RoA	Records of Achievement
SAL/SLT	Speech and Language Therapy
SaLT	Speech and Language Team

SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Services
SLD	Severe Learning Difficulties
SLD	Specific Learning Disorder
SMO	School Medical Officer
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
SS	Social Services
SW	Social Worker
TA	Teaching Assistant
TAC	Team Around Child
VI	Visual Impairment
VPD	Visual Processing Disorder