



SEND Information Report



Academic Year: 2026-2027

Date Approved: July 2026

Review Date: July 2027

Approved By: SLT/School Governors

At **St. Thomas of Canterbury RC Primary School**, we believe that every teacher is a teacher of every child. Guided by our mission statement, *"Together with God we reach for the stars,"* we are committed to creating an inclusive, nurturing environment where every child is valued, supported, and encouraged to achieve their full potential. We celebrate diversity, remove barriers to learning, and work in partnership with families to ensure all pupils feel they belong and can flourish academically, socially, and spiritually.

Purpose of this Report	The Special Educational Needs and Disability (SEND) Regulations 2014 require schools to publish information about the provision they make for pupils with Special Educational Needs and Disabilities (SEND). At St Thomas of Canterbury R.C. Primary School, we are committed to ensuring that all children receive the support they need to achieve their full potential. We hope that the information provided will be helpful to parents and carers of both current and prospective pupils. If you would like any further information about our SEND provision, please do not hesitate to contact the school. We welcome the opportunity to discuss how we can support your child's individual needs.
Introduction	This SEND Information Report is published to meet the requirements of the Special Educational Needs and Disability (SEND) Regulations 2014. It provides parents, carers, prospective families and other professionals with information about how St Thomas of Canterbury R.C. Primary School supports pupils with Special Educational Needs and Disabilities (SEND).
Legislative Context	Our SEND report complies with the relevant framework • Children and Families Act 2014 • SEND Regulations 2014 • SEND Code of Practice: 0–25 years • Equality Act 2010

2. Contact Information	SEND Team Mrs Tuson Miss McDonagh Miss East Miss Camilleri Admin@stthomasofcanterburyprimaryschool.co.uk (FAO SENCO) 0161 470 2660 Head teacher Mr Deane Admin@stthomasofcanterburyprimaryschool.co.uk (FAO Head teacher) 0161 470 2660 SEND Governor Chantelle Donley
3. What kinds of Special Educational Needs does the school provide for?	We provide support under the four broad areas of need: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Needs
4. How does the school identify if a child has SEND?	Children new to our setting The school will work closely with pupils who are new to our setting to identify any areas of need. Baseline assessments will be carried out to establish each pupil's starting point and identify any areas where additional support may be required. We will work collaboratively with parents, previous educational settings, and any professionals currently involved with the pupil to develop a comprehensive understanding of their strengths, needs, and the support required to help them achieve their full potential.

	When a child is identified as having a Special Educational Need (SEN), they are placed on the SEN register and parents or carers are informed. Needs may be identified through information shared by parents, classroom observations, and assessment outcomes. The school may also use additional screening tools to help identify specific areas of need. A meeting with the class teacher and/or SENCO may then be arranged to discuss appropriate support and next steps. The first cycle of the graduated approach will begin. This support may include an Individual Education Plan (IEP) or a literacy/numeracy intervention plan. School follow Assess, Plan, Do & Review cycles of support. Cycles typically last a term; however, there may be support plans that set longer term targets e.g. SALT/Literacy/Numeracy Programmes. Consultation with external professionals, such as educational psychologists, speech and language therapists, occupational therapists, or specialist teachers, where needed. Adaptations will be put in place to meet the individual needs of pupils. The learning environment will also be considered and reasonable adjustments will be made. Additional adult support will be put in place, where appropriate. Provision and progress will be reviewed on a termly basis to ensure support remains effective and responsive to the child's needs. Parents are encouraged to speak to the class teacher in the first instance if they have any concerns about their child. Parents are also encouraged to attend SENCO drop in sessions held each half term if they have concerns.
5. How will the school let parents know if there are concerns?	The school will inform parents of any concerns at the earliest opportunity so that we can work together to support the child's learning, wellbeing, and development. We invite parents to attend 2 meetings in autumn & spring and a written report is provided at the end of the academic year. Children with identified SEND may receive a longer appointment to discuss additional support in place. IEPs are reviewed and new targets are shared with parents at the end of each of half term. Parents are updated on their child's SEN status and the support in place for the next term (monitor list/SEN support/ EHCP). We invite parents to attend half-termly drop-in sessions, held by the school SENCOs to discuss any SEND concerns. Parents are informed via parenthub and can contact the school office to book an appointment.

	Progress and outcomes are also discussed during consultation meetings with outside agencies e.g. the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any assessments. The progress of children with EHCPs is discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Interim meetings may also be held. Parents may be invited into school to discuss their child's progress at any time. Parents can also contact their child's class teacher if they would like an update regarding their child's progress.
How does the school assess and review pupils' progress?	Staff continually use Assessment for Learning (AfL) strategies throughout lessons to monitor pupils' understanding and identify where additional support is needed. Pupils' progress is tracked using the Sheffield STAT assessment materials. For children on the SEND register, the school follows the Assess, Plan, Do, Review (APDR) graduated approach. These cycles of support typically last one term, although some intervention programmes, such as Speech and Language Therapy (SALT), literacy or numeracy programmes, may have longer-term targets and review periods. Teachers are also supported by LSS to set SMART ISP targets. The progress of pupils with more complex SEND is monitored using the SOLAR assessment system. Pupils receiving Speech and Language Therapy support are regularly assessed, with reviews taking place throughout the academic year to monitor progress and inform next steps. For pupils with an Education, Health and Care Plan (EHCP), an Annual Review is held each year to evaluate progress towards outcomes and consider future provision. Bi-annual review meetings may also be arranged where appropriate. For children under the age of five with an EHCP, a review meeting is held within six months. Where external professionals are involved, such as educational psychologists, speech and language therapists, occupational therapists or specialist teachers, their recommendations and agreed targets are incorporated into planning and reviewed regularly. When assessing pupils with SEND, appropriate access arrangements are considered to ensure assessments accurately reflect their knowledge and understanding. This may include the use of a reader, scribe, additional time or rest breaks, in line with current assessment guidance. Wherever possible, pupils receive the same support during assessments as they do in their everyday classroom learning.

	Class standards meetings are held twice a year with the Head teacher to review the progress of pupils with SEND and identify any further support required. Subject leaders also work alongside teachers to ensure assessments are accurate and to agree appropriate next steps for learning.
How does the school support pupils with SEND?	The school supports pupils with Special Educational Needs and Disabilities (SEND) through a graduated, inclusive approach that ensures every child can achieve their full potential. Support includes, but is not limited to: Quality First Teaching • High quality, inclusive teaching is provided in every classroom, with high expectations for all pupils. • Lessons are personalised to meet a wide range of learning needs and follow the principles of Ordinarily Available Inclusive Provision (OAIP). • Classrooms strive to be total communication environments, with signalong used in EYFS and KS1 to support communication and language development. Classroom Adaptations • The school follows a Dyslexia Friendly approach, using differentiated worksheets, tasks, resources and personalised teaching. • Visual timetables, simplified instructions, Widget symbols, wellbeing spaces, sensory supports and low-arousal learning environments are available where needed. • A sensory space (The Ivy Room) supports KS2 pupils requiring additional sensory regulation. • We have 2 sensory circuit stations that are well utilised throughout the day. Targeted Support • Pupils may receive targeted small-group interventions for literacy, numeracy, communication and social skills. • Social communication interventions include Lego Therapy, friendship interventions and nurture groups. • EYFS pupils may also access targeted communication support following WELCOMM & TALC screening. Individual Support • Pupils with SEND receive personalised support through the Assess, Plan, Do, Review (APDR) graduated approach. • Individual Support Plans (ISPs), personalised targets and additional adult support are provided where appropriate. • Progress is reviewed regularly, with parents involved throughout the process. Specialist Interventions • The school works closely with the Autism and Social Communication Team, Educational Psychologists, Speech and Language Therapists (SALT), Occupational Therapists, Primary Inclusion Team (PIT) and the Learning Support Service (LSS).

	Reasonable Adjustments - Adjustments are made according to each child's individual needs to remove barriers to learning. These may include, but are not limited to; - extra time or a quieter environment during assessments - use of a scribe - adapted seating - visual prompts and timetables - movement breaks and sensory supports - adapted behaviour approaches - adult support and small-group teaching - ensuring trips, clubs and school activities are fully accessible. Assistive Technology - Where appropriate, pupils are supported through assistive technology and specialist equipment to improve access to learning alongside adaptive classroom resources.
8. How are pupils with SEND involved in planning their support?	Pupils with SEND are actively involved in planning, reviewing and evaluating their support through a person-centred approach. Where appropriate, pupils contribute to reviewing their Individual Support Plan (ISP) targets and setting new targets. They access their own 'Steps to Success', which outlines their targets & support in an age-appropriate way. These are stored in their pencil case or reading diary. Pupil voice is captured through Pupil Passports, pupil questionnaires and discussions with staff. Their views are also sought during lesson observations and curriculum monitoring to help ensure teaching and support meet their individual needs. For pupils with an Education, Health and Care Plan (EHCP), their views are gathered before their annual review and shared during the meeting. Adaptations such as photographs & use of symbols are used for pupils with complex needs. Preparing for adulthood is considered throughout the review process, with pupils encouraged to identify their aspirations, strengths and next steps. In addition, pupils have opportunities to contribute to wider school life through the School Council and Pupil Parliament, ensuring that their voices are heard and valued in decisions that affect both their individual support and the wider school community.
How are parents involved?	We value working in partnership with parents to support the education of our children. <u>Parents are invited to attend the following:</u> Two open days each year for prospective EYFS parents.

	• Prospective parents and children are invited to tour the school with a member of the senior leadership team. • Parents with children new to EYFS are invited to attend a school readiness workshop, delivered by our experienced EYFS teachers. • Parents are invited to a welcome meeting at the beginning of each year. • Twice a year, we hold the Parish Fair in school. • We host a number of workshops throughout the year for all children to strengthen parent partnerships. This includes Maths workshops, festive stay and plays and mother's/ father's day breakfasts (EYFS). • Parents are invited to Christmas events & Easter parades. • Parents are invited to our annual sports day. • We host an art exhibition each year to showcase children's work. • Parents in EYFS are invited to attend weekly morning read sessions in the classroom with their child. <u>For pupils with SEND, Parents are involved during:</u> • Parents meetings • SEND meetings • Consultation meetings with external services • Parents' views are sought during needs assessments and referrals to external services. • Parents' views are sought before an annual review. • Parents' views are sought during the EHCP process. • Daily communication with the class teacher. • Parental questionnaires are sent out with their child's end of year report. • Parent Workshops • SEND coffee morning where the SEND team, link services are present.
How does the school support emotional wellbeing and mental health?	This year, we are working towards the emotionally friendly schools accreditation (EFS). All staff have received training and questionnaires have been sent to parents, pupils & staff. Findings from the questionnaires have formed our school action plan. We have established a mental health & wellbeing team. • Mental health lead – Mrs McGuire • Family support – Miss Coffey • Pupil wellbeing champion – Mrs Jowers • Staff wellbeing champion – Mrs Arnold • Mental health first aider – Mrs Downie •

	Teaching staff have been trained in '5 ways to wellbeing' & 'reducing barriers to education'. We work with services such as s-thrive, m-thrive who provide outreach services from CAMHS. We work with CAMHS I-reach service. We work with professionals from the Educational Psychology Service (EPS) & Primary Inclusion Team (PIT) to support pupils with SEMH. Parents are invited to attend wellbeing sessions, led by CAMHS. A communal wellbeing room & a wellbeing hub has been established in each classroom. Our family support worker, Miss Coffey works with our families to support attendance. We also work in partnership with Salford attendance team & Early help. All classes have access to our newly developed outdoor learning classroom/garden. Pupils benefit from a high quality PHSE lessons. EYFS use the Think Equal programme & KS1/KS2 use Ten Ten Scheme & No Outsiders.
What specialist services and expertise are available?	The school works collaboratively with a range of external professionals, including: • School Nurse – Damika Syers • Early Help Practitioner – Laura Newton • Autism Communication Team – Colette Greenhalgh • Educational Psychology Service – Sally McCormick • Speech and Language Therapy Service – Carina Kotze & Rosie Lane-Poole • LSS – Cognition & Learning Team – Natalie Hitchon • Primary Inclusion Team – Alicia Barnes • Teachers of the Deaf – Mary Keane • Visual Impairment team – Philip Borough • I-reach – Christelle Thomas
12. What training do staff receive?	<u>The SEND Team</u> We have a dedicated and experienced SEND team, which includes 4 teachers across all key stages. The SEND team have completed Salford's SENCO training offer.

	The SEND team attend termly SENCO meetings within the local authority to keep updated with current SEND practices. We are also actively involved within our local SENCO cluster. We have regular meetings with our allocated SEND worker, Gini Johnson to support with strategic duties & improving provision within our school. The lead SENCO has 11 years teaching experience and 5 years' experience as SENCO. They also have the NPQSENCO qualification. Another SENCO is also undertaking the NPQSENCO qualification in September 26. The SEND team have sufficient release time to carry out SEND duties. The SEND team carry out regular monitoring of SEND provision & provide feedback to teaching staff. <u>Whole School Training</u> Training is provided throughout the year and is carefully tailored to meet the evolving needs of our children. We make use of training packages from EPS, SALT, LSS, 0–19 Services, and Salford SEND Leaders to continually upskill teachers and support staff. This ensures high-quality provision for pupils while supporting ongoing professional development for all staff. We are working towards becoming an Emotionally Friendly Setting (EFS). A high % of staff are ELKAN trained to support communication throughout the school. All EYFS/KS1 staff are Signalong trained as an additional communication method within classrooms. There are 5 HLTAs, one of whom is an NNEB, and one has a degree in Early Years. Support staff benefit from termly in-house training. Training is delivered by senior leaders and external professionals. Teachers are supported by LSS to develop high quality IEPs. Medical training is delivered by LA services to support the medical care of the children in our school. A high % of staff are trained in paediatric first aid. ECTs receive additional mentoring from the SEND team.
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	Key staff members are trained in Team Teach to support safe manual handling.
13. What adaptations are made to the curriculum and learning environment?	Reasonable adjustments are put in place to help a child with additional needs to access learning, school activities, and the wider school environment alongside other pupils. Adjustments are based on the child's individual needs and aim to remove barriers to learning, participation, communication, or wellbeing. We work with parents and external professionals to agree what support is reasonable and effective. Examples of reasonable adjustments can include, but is not limited to: • providing extra time/quieter learning environment for tasks or tests • pupils may have the use of a scribe during tests • adapting classroom seating or lighting • adaptive visual prompts within the classroom e.g. Widget • using visual timetables or simplified instructions • allowing movement breaks or sensory supports • providing assistive technology or specialist equipment • adapting behaviour policies where appropriate • offering adult support or small-group teaching • ensuring trips, clubs, and activities are accessible
How are children with SEND included in activities outside the classroom?	Pupils with SEND are included in all aspects of school life. We prioritise the inclusion of pupils with SEND in all extra-curricular clubs. Additional risk assessments may be carried out & parents are consulted for extra-curricular activities. Parents are consulted and a higher ratio of staff is offered to accompany their child if needed. Cost for residential or trip are calculated so that all children are included. We make reasonable adjustments in all cases.
How does the school support transition?	<u>Transitioning into Nursery</u> We value parents as their child's first educators and work closely together to support learning and development. Parents are invited to workshops, stay-and-play sessions, and termly meetings to share progress and discuss next steps.

- Families are invited to a welcome meeting the term before their child starts Nursery to meet the EYFS team, learn about the Nursery curriculum, transition arrangements, and receive key information about school systems, including admissions, ParentPay, and school meals.
- During the summer term, Nursery teachers visit children's current early years settings to gather information from key workers and review learning and development records, helping to ensure continuity of learning.
- We carry out home visits which provide an opportunity to meet children and families in a familiar environment, complete an 'All About Me' booklet, and gather information to support a smooth transition.
- Children are invited to a meet the teacher morning to spend time in their new classroom during the summer term, meeting staff and future classmates. Families also receive a 'Welcome to Nursery' social story with photographs to help children become familiar with their new environment before starting school.
- We may also hold multi-agency meetings for children with identified SEND.
- Throughout the Nursery year, parents are invited to attend parent workshops on school readiness, storytelling, early mathematics, mark making into writing, and stay-and-play sessions to support learning at home.

Transitioning to a new classroom

- Transition for pupils with SEND begins 1 week before the whole school meet the teacher day.
- Pupils will receive a transition booklet, detailing new teachers/support staff & the classroom environment. They will receive 2 copies for home and school.
- Pupils with SEND have the opportunity to visit their new classroom & meet their teacher before whole school meet the teacher day.
- Current teachers will meet with new teaching staff to outline current adjustments in place.
- Parents have the opportunity to meet with the new teacher during the first week of school to discuss pupil passports & ISP targets for upcoming half term.
- Pupils with SEND may also have additional transitional tasks bespoke to them.
- SENCOs also work with link service to ensure adaptations to the learning environment are in place.

Transitioning to high school

- Year 6 attend transition days with feeder high schools.
- Year 7 leads comes into school and meets with the Year 6 teachers.
- Year 6 teacher communicates with SENCO's at all prospective schools.
- SENCO's from all high schools are invited for an additional meeting with our SEND team.
- We provide high schools with all recent reports relating to SEND.
- Year 6 attend transition meetings/experience days prior to moving.
- Additional transition arrangements are put in place for children with EHCPs/SEN support. Discussions around supporting transition begins in Y5 & we will work closely with high school settings to ensure a smooth transition.

16. How are resources allocated?	Where pupils are eligible for Pupil Premium, this funding is used to provide additional support that helps remove barriers to learning and improve outcomes. The school uses its delegated budget and local authority funding to provide appropriate support for pupils with SEND. The notional SEND budget funds additional support, reasonable adjustments, interventions, resources, and staff training for pupils with SEND. Where pupils have more complex needs, the school may apply to the local authority for High Needs Funding, including for some pupils with an Education, Health and Care (EHC) Plan. Resources are allocated according to individual need, using assessments, progress data, and advice from professionals. Support is planned using the Assess, Plan, Do, Review process. Interventions are regularly monitored and adjusted to ensure they are effective.
17. What equipment and facilities are available?	The school provides specialist equipment where needed to remove barriers to learning and promote independence. A range of assistive technology and ICT resources are available to support communication, learning, and access to the curriculum. Equipment is provided, where appropriate, to help pupils access the school environment safely and independently. School working closely with services such as the visual impairment team & deaf education team to ensure support is appropriate. Sensory resources are available to support pupils' sensory and emotional regulation needs. Pupils can access sensory circuits, the communal wellbeing room and the wellbeing hubs in every classroom. The school makes reasonable physical adaptations, where possible, to ensure pupils with SEND can access learning and school facilities. School will working alongside occupational therapy teams to ensure the appropriate adaptations are in place.
18. How accessible is the school?	We provide reasonable adjustments to help pupils with disabilities access the school environment and facilities. We will seek the support of our occupational therapy team. Teaching is adapted to meet individual needs through appropriate support, differentiation, and reasonable adjustments. We use a range of communication methods and can provide information in accessible formats where needed.

	Our Accessibility Plan sets out how we will continue to improve access to the curriculum, school environment, and information. It is reviewed regularly and is available on our website.
How does the school evaluate the effectiveness of SEND provision?	The effectiveness of our SEND provision is reviewed regularly to ensure that all pupils receive the support they need to achieve their full potential. The SENCO reviews the effectiveness of the graduated approach at each assessment point, three times per year, to ensure that interventions and support remain appropriate and effective. The SEND team carries out regular learning walks to monitor the quality and consistency of SEND provision across classrooms and to identify areas for further development. Pupil progress is closely monitored through ongoing assessment and data analysis to evaluate the impact of support and interventions. We actively seek and value feedback from pupils and parents/carers to help us evaluate and improve our SEND provision. Findings from monitoring, assessment and feedback inform the school's ongoing improvement planning and future SEND priorities.
20. What should parents do if they are concerned?	Parents are encouraged to discuss any concerns regarding their child's progress, needs, or provision initially with the class teacher. The class teacher will work in partnership with parents to consider the concerns raised, review the support currently in place, and discuss any appropriate next steps. Where additional advice or support is required, the class teacher may consult with the SENCO/Family Support/SLT. A further meeting may then be arranged to discuss outcomes, provision, and any additional support that may be needed. In the unlikely event that the matter is not resolved, you should speak with the Head teacher, after which time, if there is no resolution, you should put your concern in writing to the Chair of Governors. If you do not feel your complaint has been resolved, please refer to the Schools Complaints Policy for further information. This can be found on the school's website and is also available upon request from school.

Local Authority Local Offer	Salford's LA's Local Offer can be found on Salford City Council website https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0 St. Thomas of Canterbury RC Primary School's Local Offer forms part of the LA's Local Offer. Our Local Offer is available on the school's website https://www.stthomasofcanterburyprimaryschool.co.uk/site/data/files/users/F1498258CA9DC177F68453F0CDB878BA.pdf
Education, Health and Care Plans (EHCPs)	The school may request an Education, Health and Care Plan (EHCP) assessment where a pupil has significant or complex needs that require support beyond the resources normally available at SEN support. EHCPs are reviewed annually to monitor progress, update outcomes, and ensure the provision continues to meet the pupil's needs. Views of pupil progress is gathered through parents, teachers, pupils & external professionals. Children in EYFS will have their EHCP reviewed every 6 months. The school works closely with the Local Authority and other professionals throughout the EHCP assessment and review process. Caseworkers are invited to every annual review. For children transitioning to another setting, a representative is also invited to attend. Parents and carers are fully involved in decisions about their child's support and are encouraged to share their views throughout the EHCP process
Supporting Children with Medical Needs	We follow LA guidelines and national guidance on managing medical conditions in schools. Parents must complete a medication form at the school office before a member of staff can administer medication. Medicines are always securely stored in accordance with individual product instructions, save where individual pupils have been given responsibility for keeping such equipment with them. All medicines shall be stored in the original container in which they were dispensed, together with the prescriber's instructions for administration, and properly labelled, showing the name of the patient, the date of prescription and the date of expiry of the medicine. All medicines will be returned to the parent to arrange for safe disposal when they are no longer required. An emergency supply of medication should be available for pupils with medical conditions that require regular medication. Parents should advise the school when a child has a chronic medical condition so that staff can be trained to deal with any emergency in an appropriate way. Examples of this include epilepsy and diabetes. A support plan will be signed by the parents in this regard.

Staff may also require additional training for administering rescue medication.

Parents must provide school with rescue medication to keep in school, if required.

Under Benedict's Law, schools are now required to keep an life-saving allergy pens on site. All staff members are trained to administer this emergency medication (see our allergy policy for further information).

Putting a care plan in place

We follow LA guidelines.

A meeting is held with the parent/carer, SENCO, school nurse and any other professionals who are involved with the pupil when a care plan is put into place.

The Care Plan is then shared with staff including kitchen staff depending on the condition and monitored by the SENCO and office administrators who are first aiders.

Parents are consulted should there be any adjustments made to the plan.

Equally, parents can come into school and meet with the SENCO, if they feel the plan needs to be amended.

School may need to contact other professionals for advice and guidance. We will seek written consent from parents before initiating contact.

Medical Emergencies

We have a defibrillator on site.

A high % of staff are paediatric first aid trained.

During any medical emergency a first aider should be alerted immediately and begin to administer any appropriate first aid and/or medical assessment and support. Staff should note the time of the incident.

If emergency services are needed, a staff member other than the first aider attending to the child must make a call via a mobile phone to 999. The child's information should be located via SIMs and be readily available to share with the call handler/emergency response.

	Parents/carers will be contacted. In the absence of parent/carers, a familiar adult would accompany the pupil to the hospital. Another member of staff would follow on in the car.
Supporting Attendance for Pupils with SEND	We closely monitor the attendance of pupils with SEND to identify any patterns or barriers that may affect regular school attendance. Early identification enables us to provide timely and appropriate support. Where attendance is affected by a pupil's SEND, we work to understand individual needs and put appropriate support in place. This may include reasonable adjustments, personalised attendance plans, pastoral support, or collaboration with external agencies where appropriate. We recognise the vital role that families play in supporting attendance. We work in partnership with parents and carers through open communication, regular reviews, and a shared commitment to helping pupils attend school regularly and achieve their full potential.
Related Policies	Further Policies can be found on our school website. https://www.stthomasofcanterburyprimaryschool.co.uk/policies SEND Policy Accessibility Plan Behaviour Policy Safeguarding and Child Protection Complaints Policy Admissions Policy Allergy Policy

Acronyms & Abbreviations	ADD	attention deficit disorder	MARAG	multi agency referral action group
	ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
	AS	Asperger syndrome	ODD	oppositional defiant disorder
	ASC	autistic spectrum condition	OT	occupational therapist
	ASD	autistic spectrum disorder	PDA	pathological demand avoidance
	BESD	behavioural, emotional and social difficulties	PEP	personal education plan (for looked after children)
	CAF	common assessment framework	PLP	Personal learning plan
	CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
	CIN	Child in Need	PP	pupil premium
	CoP	Code of Practice	PSHE	personal, social and health education
	CP	child protection	RAD	reactive attachment disorder
	CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
	DDA	Disability discrimination act	SALT	speech and language therapy
	EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
	EHCP	education health care plan	SEAL	social and emotional aspects of learning
	EP	educational psychologist	SEND	special educational needs and disabilities
	EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
	EWO	educational welfare officer	SLCN	speech, language and communication needs
	FAS	Fetal Alcohol syndrome	SLD	severe learning difficulty
	FASD	Fetal alcohol spectrum disorders	SLT	school leadership team
	FSM	free school meals	SM	selective mutism (formerly known as elective mutism)
	GLD	Global learning delay	SpLD	specific learning difficulty
	HI	hearing impaired	SPDs	sensory processing disorders
	HLTA	higher level teaching assistant	START	Statutory Assessment Resources Team
	IEP	individual education plan (at Thorndown we use PLP)	TA	Teaching assistant / teacher assessment
	IRP	independent review panel	TAC	team around the child
	LAC	looked after children	TAF	team around the family (when CAF is about whole family)
	LARM	locality allocation and review meeting	TFF	Together for Families
	LDD	learning difficulties and disabilities	VI	visually impaired
	LO	local offer		
	LSCB	local safeguarding children board		