

HORNINGSHAM PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy



Together We Learn

OUR MISSION STATEMENT

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

Special Educational Needs and Disabilities (SEND) Policy

Supporting Policies:

- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- Whistleblowing Policy
- Online Safety Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions and Administering Medicines Policy
- Complaints Procedure
- Managing Serial and Unreasonable Complaints

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SEND
Governor:

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This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for the children with Special Educational Needs at Horningsham School; it also serves to support parents in their understanding of the various SEND processes. LA guidelines and the Department for Education (DfE) Special educational needs and disability Code of Practice: 0 to 25 years (2015) have been taken into consideration in the formulation of this policy.

Principles

We believe that all children have an equal right to a full and rounded education to enable them to achieve their full potential.

We will always endeavor to secure special educational provision when required for pupils needs, that is 'additional to and different from' those provided within our curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

What are Special Educational Needs?

As defined in the Code of Practice (January 2015) children have Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children aged two or more, special educational provision is educational or training provision that is addition to or different from that made generally for other children or young people of the same age by mainstream schools.

Children have a learning difficulty if they:

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

Disabled Children

Under the Equality Act 2010, children may have a disability that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This includes:

- Sensory impairments
- Long term health conditions (e.g. asthma, diabetes, epilepsy, cancer)
- A condition that is a year or more and more than minor or trivial.
- Special educational provision may be necessary without the child necessarily having SEND.

The SEND Code of Practice identifies four broad categories of Special Educational Needs:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health (SEMH)
- Sensory/physical

Our Aims for SEND

Inclusion	• Meet the needs of all pupils, considering gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. • Ensure all children have equal access to succeed and are fully included in every aspect of school life.
Curriculum	• Provide a broad, balanced, and differentiated curriculum relevant to individual needs and aspirations. • Recognize that supporting learning or behavioural difficulties is part of high-quality mainstream education.
Aspirations	• Promote self-worth and enthusiasm by encouraging independent learning at all ages. • Ensure every child experiences achievement and a sense of success.
Identification	• Identify pupils needing additional support as early as possible. • Recognize that any pupil may have special educational needs at some point and may require extra resources or provision.
Assessment and Monitoring	• Regularly review and assess the effectiveness of provision for pupils with SEND. • Seek, monitor, and respond to parents' and pupils' views to maintain strong partnerships and confidence.
Working in partnership	• Collaborate with parents and external agencies to provide a multi-professional approach for vulnerable learners. • Involve parents and pupils actively in developing supportive partnerships.

Roles and Responsibilities

SENDCo	Mrs O Lapham The SENDCo is responsible for: • daily implementation of the SEND Policy • coordinating provision for children with SEND • liaising with and advising staff on SEND issues • updating the SEND provision maps • overseeing records of SEND pupils • contributing to the in-service training of staff • liaising with parents and external agencies and transfer schools • coordinating and developing strategies for the identification and review of children with SEND • monitoring progress of children on the SEND register
Teaching Staff	• work towards the aims and objectives of this document by using school procedures for identifying, assessing and making provision for pupils with SEND • Provide appropriate support for children • Plan for children's full participation in learning and physical and practical activities • Support children to manage their own behaviour and take part in learning effectively and safely • Develop appropriate and measurable targets for children's individual plans.
ELSAs	Mrs O Dorgan and Mrs L Cruickshank The Emotional Literacy Support Assistants are responsible for: • supporting children's emotional wellbeing • helping children to deal with difficult situations e.g. bereavement • assisting children with managing their behaviours • building upon children's social skills • liaising with teachers and the SENDCo to update targets and provision • providing and enabling programmes for 1:1 or small group work • enabling opportunities for nurturing environments across the school
SEND Governor	Lucy Bobyk On behalf of the governors is responsible for: • monitoring SEND provision at least 3 times per year (Autumn, Spring, Summer) • reviewing the policy and information report annually and consider any amendments • challenge the school and its members to secure necessary provision for any pupil identified with SEND • ensure that children with SEND are admitted to the school in line with the admissions policy

Curriculum Access and Inclusive Provision

All pupils are entitled to a broad and balanced curriculum that is differentiated to meet individual needs, enabling meaningful learning, success, and achievement. Teachers plan lessons with clear objectives, using a variety of teaching strategies, sensory experiences, and learning styles to ensure all pupils can access the curriculum. Where appropriate, children may work in small groups or one-to-one sessions to support learning, but withdrawal from the classroom is minimized to maintain shared learning experiences.

Quality First Teaching (QFT) and Ordinarily Available Provision (OAP) form the foundation of support for most pupils. This includes:

- Differentiated, well-planned lessons
- Visual supports, scaffolding, and targeted small group work
- Emotional, social, and behavioural support
- Adaptations to the classroom environment

Through high-quality, inclusive teaching and appropriate adjustments, barriers to learning are removed, allowing all pupils, including those with SEND, to make progress and achieve positive outcomes.

Horningsham Primary School Ordinarily Available Provision				
	Universal		Targeted	Specialist
Cognition + Learning	Mind Maps Maths Manipulatives e.g. 100 square, Dienes, Place Value Counters Reading Books – stages Visualisers – modelling/scaffolding iPads/Laptops Sound Charts Working Walls/Displays Word Mats	RWI – relevant to stage Colourful Semantics Visual Images Story Mountains Paragraph Plans Sound Buttons Stem Sentences Doodle Learning TTRS Homework Cloze Texts	WESforD Dyscalculia Games Rapid Reader One Minute Maths RWI – Get Spelling Programme Nessy Toe-by-Toe Speed Read, Speed Spell Barrington Stoke Books Regular Readers Scribe	LA SSENS Reports/Surgery Suggestions
Communication + Interaction	Visual timetables Role Play Buddy System	Makaton Check-ins Puppets	Talk Boost Lego Therapy Speech and Language Tool Egg Timers Now and Next	Reduced Education Plan (REP) SALT Assessment
Social, Emotional and Mental Health	ELSA Room/Resources ELSA Self-referrals Worry Stones Tucker Turtle Safe Space Buddy Systems	Check-ins Line Order Adult Support Social Stories Visual Timetables	Lego Therapy ELSA Referrals End of row peg Line Leader Social Stories Visual Timetables	Thrive Assessments Reduced Education Plan (REP)
Sensory + Physical	Active Bags (Gross Motor Skills) Brain Breaks Movement Breaks Cross-Curricular Orienteering Go Noodle iMoves Active Blasts	Pencil Grip Writing slope Reading rulers Ear Defenders Seating Plans Forest School	PH Active Ed Mentoring Concentration Aids/Fidgets Wobble Cushions Sensory Circuits Tension Bands SEND Sports Events e.g. NAK/Boccia	Riding for the Disabled (RDA)
← Adult Support in Class – Teacher + Teaching Partner →				

Emotional Wellbeing and Mental Health Support

Emotional wellbeing is central to pupils' learning and engagement. The school supports social and emotional development through whole-school approaches, including teaching emotional literacy, restorative practices, and fostering a culture of empathy.

Targeted support is provided by Emotional Literacy Support Assistants (ELSAs) for pupils experiencing challenges such as anxiety, low self-esteem, bereavement, or difficulties with emotional regulation. ELSA sessions offer a safe space for pupils to build resilience, self-awareness, and coping strategies, enabling them to engage more positively with learning and school life. The SENDCo, ELSAs, and Senior Leadership Team coordinate to ensure emotional support complements academic inclusion.

Identification

Provision for children with Special Educational Needs and/or Disabilities (SEND) is the responsibility of the whole school. The governing body, Headteacher, SENDCo, and all staff, particularly class teachers and teaching partners, share responsibility for meeting the needs of pupils with SEND. All teachers are teachers of children with special educational needs.

The school's systems for monitoring and assessing the progress of individual pupils help to identify those who may be experiencing difficulties. Where a pupil is not making expected progress, the class teacher will consult the SENDCo to consider what additional strategies or support might be required. This review may lead to the conclusion that the pupil requires help which is additional to or different from the support normally available within the classroom.

A pupil may be added to the SEND register when the school identifies that they require additional or different support from that which is ordinarily available to other pupils of the same age.

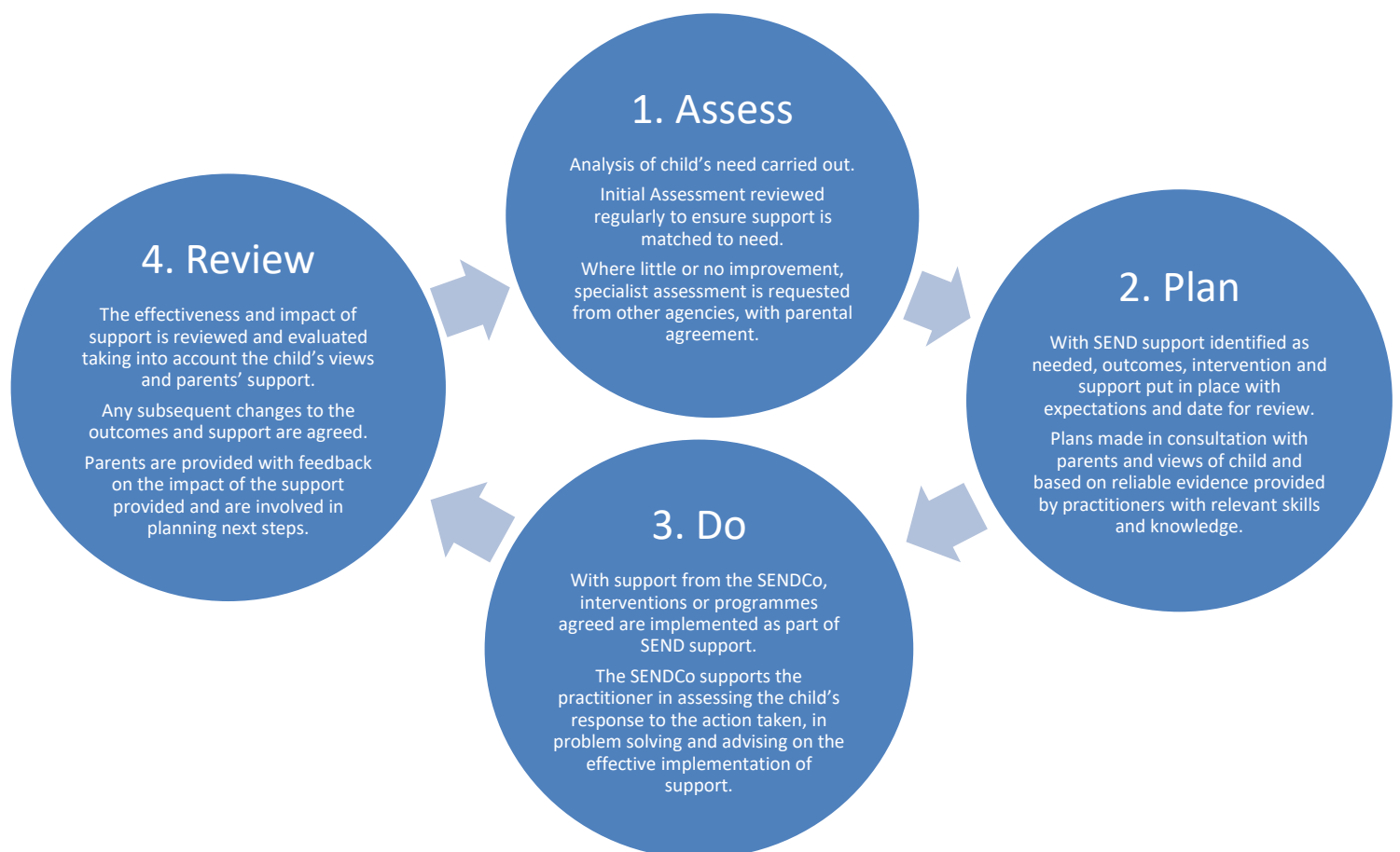
Reasons for identifying a pupil as having SEND may include:

- making little or no progress, even when high-quality teaching approaches are targeted to their specific area of need
- showing persistent difficulties in developing literacy or numeracy skills, resulting in low attainment
- presenting ongoing social, emotional, or behavioural difficulties which are not improved by the behaviour management strategies typically used in school
- having sensory or physical needs and continuing to make limited progress, despite the use of specialist resources
- experiencing communication and/or interaction difficulties and making little or no progress despite targeted support

Parents and carers are fully involved in this decision-making process and will be informed if their child is added to the school's SEND register. The school values a collaborative approach, ensuring that parents, pupils and staff work together to plan and review the support provided.

The Graduated Approach to SEND Support

Where a pupil is identified as having Special Educational Needs and/or Disabilities (SEND), the school takes action to remove barriers to learning and put effective special educational provision in place.



Through this cyclical process, staff continually build a deeper understanding of each pupil's needs and the strategies that best support their learning and development. Earlier decisions and actions are revisited, refined, and revised as necessary to ensure that provision remains well matched to need and promotes sustained progress and positive outcomes.

SEND Plans

The four-part cycle of Assess - Plan - Do - Review is delivered through the use of a Personalised Learning Plan (PLP), a My Support Plan (MSP), or a statutory Education, Health and Care Plan (EHCP). These documents are used to set clear, measurable targets and to monitor progress towards specific outcomes for each pupil.

Review Frequency:

- PLPs, MSPs, and EHCPs are reviewed by class teachers at least three times per year to ensure that provision remains appropriate and effective.
- For pupils with a PLP, class teachers will meet with parents or carers at least twice per year to discuss progress towards targets, or sooner if targets need to be adjusted or if a move to a My Support Plan is being considered.
- For pupils with a My Support Plan or Education, Health and Care Plan, parents and carers will be invited to review meetings at least three times per year, alongside the class teacher and/or SENDCo, to evaluate progress towards agreed outcomes.

Teachers are responsible for maintaining these plans for each pupil with SEND. They are used to record:

- ongoing assessments and observations;
- strategies and interventions implemented;
- progress made against outcomes and short-term targets.

This cyclical process ensures that provision for pupils with SEND remains dynamic, evidence-based, and responsive to their changing needs. Personalised Learning Plans (PLPs) and My Support Plans (MSP) are detailed documents identifying:

- School, parent and pupil voices
- short term targets set for the child
- teaching strategies/resources to support
- provision to support the child
- actions from meetings

Education Health Care Plans

As per the policy for Wiltshire LA, the school has adopted EHC plans beyond Wiltshire. This link to the Local Authority offer gives further information about the EHCP process: <https://www.wiltshire.gov.uk/local-offer-primary-ehcp>

An EHCP assessment request will be made by the school to the LA if the child has demonstrated significant cause for concern and has been at the level of 'My Support Plan' for a minimum of two cycles. Parents can directly request EHCP assessments.

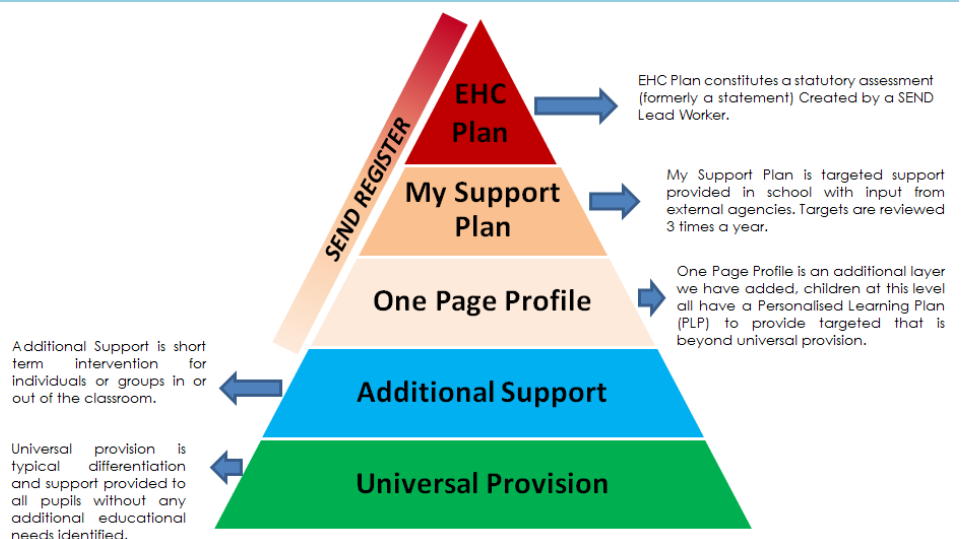
Evidence submitted will include:

- Previous My Support Plans/Personalised Learning Plans and targets for the pupil.
- Medical reports where appropriate.
- Attainment levels in Reading, Writing and Maths.
- Attendance records
- Professional's assessments (e.g. from external agencies, such as EP)
- Views of the school, parents and child.

Provision

Each seasonal term, all teaching staff review and update our whole school provision map to show levels of need and provision across the school. The nature of our small school means that each member of staff has a thorough understanding of each pupil's needs, which allows us to support them beyond the classroom.

In order to ensure we meet the needs of all pupils at all levels we follow the following structure of support across the school:



Intervention Programmes

Following assessment and discussion, the SENDCo and the class teacher will decide on the most appropriate actions needed to support the pupil's progress. This may include:

- providing different learning materials or specialist equipment
- offering group or individual support, which may involve small groups or one-to-one sessions with a teacher, Teaching Partner (TP), or Emotional Literacy Support Assistant (ELSA) focusing on specific interventions or targets
- allocating additional adult time to plan, deliver, and monitor interventions, ensuring their effectiveness
- providing staff development and training to introduce more effective teaching strategies

Wherever possible, pupils are supported within the classroom to promote inclusion and access to the full curriculum. However, there are occasions when, to maximise learning, pupils may work in a small group or individually outside the classroom for targeted intervention.

After initial consultation with the SENDCo, the class teacher remains responsible for the pupil's day-to-day teaching, ensuring that any individualised programme or intervention is implemented effectively. Parents and carers are kept informed and involved throughout the process, including updates on support strategies and the impact of interventions.

The SENDCo supports staff with further assessment as needed and assists in planning for the pupil's future needs in collaboration with colleagues, parents, and, where appropriate, the pupil.

Phases of Intervention	
Wave I	inclusive quality first teaching for all – usually at universal level.
Wave II	additional interventions which offer short-term extra help to accelerate key points of learning. This is provided in small groups targeted and time limited. Entry and exit assessment are integral to the interventions. Usually at universal level or Personalised Learning Plan level.
Wave III	offers intensive targeted support when small group intervention fails to work. Pupils requiring this level of support will usually have Personalised Learning Plans and may also have additional assessments/support from professionals such as Specialist Sen Support Service (SSENS). Usually for children on Personalised Learning Plans/My Support Plans/EHCPs.

Most Pupils with SEND

The majority of pupils with SEND will receive most of their learning through Quality First Teaching, appropriately differentiated to meet their individual needs. The class teacher and Senior Leadership Team (SLT) are responsible for tracking the progress of pupils with SEND. Pupil Progress Meetings will include discussion of the progress of these pupils.

Some Pupils with SEND

Some pupils may require additional targeted intervention in small groups or on a one-to-one basis to secure good or better progress. These interventions are 'additional to and different from' normal classroom provision and are designed to complement, not replace, high-quality teaching.

- Additional targeted interventions will be planned collaboratively between the class teacher and SENDCo.
- Interventions may be delivered by a teacher or Teaching Partner (TP).
- The class teacher, in collaboration with the SENDCo and SLT, will ensure awareness of the interventions provided to their pupils and will monitor their impact.
- If an intervention is not achieving the desired impact, it will be adjusted to better target the pupil's needs and support progress.

A Minority of Pupils with Complex SEND

Some pupils may continue to face significant challenges in accessing learning, despite targeted interventions and support from external agencies. These pupils may require a high level of additional support to access mainstream education.

- Such pupils may undergo a coordinated assessment by the Local Authority, which could result in an Education, Health and Care Plan (EHCP).
- The SENDCo, in consultation with the Headteacher, will discuss the possibility of an EHCP assessment with parents and a Wiltshire SEND Lead Worker.
- For pupils with an EHCP, the school and Local Authority will ensure that the pupil's needs are met in accordance with the Plan, which is reviewed annually.

In Very Exceptional Circumstances

In rare cases, despite every effort, the school may be unable to meet the needs of a pupil with complex SEND within the mainstream setting. In such situations:

- The school will work closely with parents, support services, and the Local Authority to consider alternative placements or provisions.
- Discussions will always focus on what is in the best interests of the child.

Reviewing SEND Status

- If outcomes on a support plan are met and a pupil is making good progress, the class teacher, SENDCo, and parents may decide that the pupil no longer requires SEND support.
- The pupil will then be removed from the SEND register, and parents will be informed.

Early Years and Initial Assessment

- Delays in learning and development do not necessarily indicate SEND. Likewise, challenging or withdrawn behaviour does not automatically indicate a special educational need.
- Where concerns arise, assessments will identify potential causal factors, such as underlying learning or communication difficulties.
- If family, housing, or domestic circumstances may contribute to presenting behaviour, a multi-agency approach will be adopted.

On entry, the school will assess each pupil's current levels of attainment to build on existing patterns of learning and experience. If a pupil has an identified SEND, information from their previous school or Early Years setting will be used by the class teacher and SENDCo to:

- Establish appropriate starting points for the curriculum;
- Focus attention on specific support within the classroom;
- Use assessment processes to identify learning difficulties;
- Ensure ongoing observation and assessment provide feedback to guide the next steps in learning.

Initial Concerns and Adding to the SEND Register

- When a concern is first identified, the class teacher will take steps to address the issue, consulting parents and implementing targeted interventions.
- If no progress is made after a period of support, parents will be invited to discuss their child's needs, and the pupil may be added to the school's SEND register.

Partners in the Process

Partnerships with Parents

We work in close partnership with parents and carers who play an active and valued role in their child's education. The school will promote a culture of co-operation with parents by:

- Ensuring all parents are aware of the school's arrangements for SEND.
- Informing all parents when a child is placed on the SEND Register and offer the opportunity for discussion.
- Holding formal consultations between the class teacher, parents and when appropriate the SENDCo to discuss the child's needs and approaches to addressing them.
- Holding consultations with all parents of children with SEND to ensure that both parties are clear about what is and isn't working and the targets to support the child.
- Undertaking Annual Reviews for children with EHC plans.
- Seeking parental permission before making any referrals.

The Child's Voice

In this school we encourage pupils to participate in their learning by:-

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in all aspect of their education.
- Encouraging independence and promoting aspirations.

Working with External Agencies

If a pupil continues to make limited progress despite carefully targeted support and adaptations, the school may seek advice or assessment from external professionals. These professionals help the school to gain a deeper understanding of the pupil's needs; identify additional strategies or interventions; and support effective delivery of provision for the child.

External agencies we may work with include (but are not limited to):

- Wiltshire Council's Statutory SEND Service
- Educational Psychologists
- Specialist SEND Support (SSENS)
- Sensory Impairment Service
- Behaviour Support Service (BSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- General Practitioners (GPs)/Paediatricians
- Social Services

To access Wiltshire Council services, the school completes the relevant referral forms, such as the SSENS referral, Speech and Language Communication Tracker, HCRG referral form, or other service-specific documentation. All referrals and information sharing are carried out with parental consent and in line with data protection and safeguarding procedures.

Staff Development

Staff are given regular opportunities to develop their skills and confidence in working with children with special educational needs. The SENDCo holds the relevant qualification and the ELSA attends five supervisions each year to retain their status.

Staff are involved in developing practices which promote whole school approaches to SEND and have the opportunity to meet with the SENDCo and other professionals regularly to discuss specific pupils or to broaden their learning about particular SEND. Staff meetings often have a focus on SEND, involving training that will enhance our school provision and embed an inclusive environment for all.

The SEND Governor is informed of school based training for staff.

The SENDCo, class teachers and teaching partners will have opportunities to attend specific courses which are of interest and have a particular bearing on the children they are supporting.

Safeguarding and SEND

At Horningsham School, we recognise the strong link between safeguarding and special educational needs and disabilities (SEND). Some children with SEND may be more vulnerable to abuse or neglect, or may face additional barriers to recognising or reporting concerns. All staff are trained to identify and respond to these vulnerabilities and understand that safeguarding the welfare of children with SEND is everyone's responsibility.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

The SENDCo works closely with the Designated Safeguarding Lead (DSL) to ensure that any concerns are promptly identified, recorded, and acted upon. Information about pupils with SEND is shared appropriately between the SENDCo, DSL, and relevant external professionals to ensure a coordinated approach to supporting each child's safety and wellbeing. Further details can be found in our Safeguarding and Child Protection Policy.

Allocation Of Resources

Resources are allocated by the Resources Committee of the governing body. The SENDCo, in consultation with the Headteacher, is responsible for the use of these resources and the deployment of the designated support staff.

The allocation of support times to pupils is calculated on the basis of time given per class and the level of need among pupils within classes. Pupils with EHC plans are treated separately according to the level of their needs, the requirements of their plans and their named pupil allowance which may allow for additional support/interventions.

Admission Arrangements

Our school strives to be inclusive. All pupils are welcome, including those with special educational needs. Children who meet the admission criteria will be admitted to school provided that the appropriate level of facilities are available to meet their individual needs.

Any applications from parents of children who have SEND but do not have an Education Health and Care Plan (EHCP) will be considered on the basis of the school's published admissions criteria as part of our normal admissions procedures – see our website for details.

Transitions

At Horningsham Primary School, we recognise that transitions can be a particularly vulnerable time for children with SEND. We are committed to ensuring that transitions between phases and settings are smooth, well-supported, and tailored to meet individual needs. Through careful planning and close communication between staff, parents, and external agencies, we aim to make all transitions positive and successful experiences for our pupils.

Starting School

We invite all prospective parents to view our school in advance of applications to ensure that our school is the right fit for their child. Our transition programme begins early in the summer term of Reception. The EYFS teacher visits nursery settings in order to gain a more detailed picture of each child's learning, development and support needs, including strategies that have been effective in the Early Years. We offer two pre-school visits to the new classroom which may be arranged to help children become familiar with new routines and adults. Parents are fully involved in transition discussions and are given opportunities to meet their child's new teacher and visit the classroom environment.

In-Year Transfers (between schools)

When any child with SEND joins the school, we contact the previous school to gather information from the previous setting as soon as possible. Both SENDCos will usually liaise to discuss the pupil. We request records, discuss strategies that have been effective to ensure continuity of support.

Moving Classes

For pupils moving between classes within the school, class teachers meet to share information about needs, support, and progress, ensuring that any interventions or strategies continue seamlessly. Transition arrangements are personalised according to each child's needs and may include additional visits, visual transition booklets, or opportunities to meet key adults. The child's views are sought wherever possible, to ensure they feel confident and supported in their new environment.

Transition to Secondary School

We recognise that moving on to secondary education is an important milestone for all pupils, and particularly for those with Special Educational Needs and Disabilities (SEND). We work closely with parents, pupils, and receiving secondary schools to ensure a smooth and successful transition. During Year 5, pupils with an Education, Health and Care Plan (EHCP) have their annual review early to allow sufficient time for planning and to support an informed discussion about suitable secondary placements. For all pupils with SEND, the SENDCo liaises with secondary colleagues to share key information about each child's needs, strengths, and effective strategies of support. This may include the transfer of Personalised Learning Plans (PLPs), My Support Plans (MSPs), or recent assessments. Where appropriate, additional transition visits are arranged to help pupils become familiar with their new environment, meet key staff, and build confidence before the move. We place great importance on pupil and parent voice throughout the process, ensuring that every child is supported to approach their next stage of education feeling prepared, valued, and positive about the future.

Evaluating Success

The success of the school's Special Educational Needs Policy and Provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and Headteacher.
- Analysis of pupil tracking data and test results for groups of and individual children.
- Value added data for pupils on the Special Educational Needs and Disabilities Register.
- School Self-Evaluation Form (SEF)
- The School Development Plan (SDP)

SEND Related Complaints

Please refer to our Complaints Procedure for guidance.

Signposting

These sites may offer additional information/services/support for parents with SEND pupils.

Wiltshire Local Offer - <https://www.wiltshire.gov.uk/local-offer-primary>

Wiltshire Parent Carer Council - http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

SEND Abbreviations

ADD	Attention Deficit Disorder	NPA	Named Pupil Allowance
ADHD	Attention Deficit Hyperactivity Disorder	OAP	Ordinarily Available Provision
AP	Alternative Provision	OT	Occupational Therapy
ASD	Autism Spectrum Disorder	PAM	Post Assessment Meeting
BSS	Behaviour Support Service	PLP	Personalised Learning Plan
CAMHS	Child and Adolescent Mental Health Service	PRU	Pupil Referral Unit
CoP	Code of Practice	PSA	Parent Support Advisor
EAL	English as an Additional Language	SALT	Speech and Language Therapy
EHCP	Educational Health and Care Plan	SEMH	Social and Emotional Mental Health
ELSA	Emotional Literacy Support Assistant	SEND	Special Educational Needs and Disabilities
EP	Educational Psychologist	SLD	Severe Learning Difficulties
EYFS	Early Years Foundation Stage	SpLD	Specific Learning Difficulties
LA	Local Authority	SSENS	Specialist SEN Support Service
MLD	Moderate Learning Difficulties	TP	Teaching Partner
MSP	My Support Plan	QFT	Quality First Teaching