

Special Educational Needs (SEN) Information Report
2026 – 2027
Adopted by



This report is reviewed and updated annually by the Special Educational Needs and Disabilities Lead for the Trust, Dan McEvilly. It is approved annually by the Trust and adapted and implemented by all schools within the Trust.

This document provides information about how the school identifies and supports children with Special Educational Needs and Disabilities (SEND)

This report has been written in accordance with the SEND Code of Practice (2015) and the Children and Families Act 2014.

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1. Who is responsible for SEND at our School?

Trust CEO Mrs. S. Horan	Trust SEND Lead Mr. D. McEvilly	Heads of School Mrs. L. Bury	School SENCo Mrs. L. Gifford	Class/Form Teacher	School SEND Governor/Trust SEND Trustee
Day to day management of all aspects of the Trust, including the provision made for children with SEND. Working with the Trustees and Trust SEND Lead to ensure all schools complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments.	Update the Trust's SEN Policy, SEN Information Report annually. Supporting the schools SENDCo's in monitoring SEND provision in their settings. Keep up to date with current legislation and pass this on to relevant staff. Ensure all schools comply with relevant legislation (the SEND Code of Practice) and are aligned to Worcestershire's graduated response. Report information on the effectiveness of SEND provision to the Trustees.	Day to day management of all aspects of the school, including the provision made for children with SEND. Working with the school governors and SENDCo to ensure the school complies with both the Children and Families Act (2014) and the Equality Act (2010) with regard to reasonable adjustments and access arrangements.	Overseeing the day to day implementation of the Trust's SEN policy. Coordinating provision, support and monitoring children with SEND. Working in partnership with parents of children with SEND. Working in partnership with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.	Adapting the curriculum to respond to the strengths and needs of all children including those with SEND. Monitoring the progress of all children including those with SEND and identifying any additional support required. Contributing to assessments or referrals to outside agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.	Ensure the Trust's SEN Policy, SEN Information Report and each school's Accessibility Plan are reviewed and updated annually. Monitor the effectiveness of the deployment of the school's delegated SEND budget. Working with the CEO and heads of school to ensure the school complies relevant legislation – the SEND Code of Practice and Worcestershire Graduated Response.

2. Where can I find information on our School's SEND policy and named contacts?

The School's SEND policy is updated by the Trust's SEND Lead every 12 months in line with the government's policy.
This policy can be found on the school's website.

Below are the key contacts within school and their email addresses should you have any concerns about SEND provision.

School SEND Governor	Nicola O'Connell
Trust SEND Lead	Mr. Daniel McEvilly BA(hons), MA, MDG - dmcEvilly@emmausmac.com
School SENDCo	Ms. L. Gifford lgifford@emmausmac.com



3. What kinds of SEND are provided for at our School?

The SEN Code of Practice (2015) identifies four main categories of need:

Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

Our School supports children with a wide range of needs.

Sometimes children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and would therefore have needs in Communication and Interaction and Social, Emotional and Mental Health. Below are just some examples of difficulties that fall under these categories.

Communication and Interaction

Difficulties in communicating with others
Difficulties with social interactions
Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
Children with Autism are likely to have difficulty with social interaction
Flexibility of thought
Forming meaningful relationships

Cognition and Learning

Learning at a slower pace than their peers
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Difficulties (PMLD)
Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

May demonstrate challenging, disruptive or disturbing behaviour
Emotional wellbeing and mental health including:
Anxiety or depression,
Self-harming and Eating disorders
Attachment disorder
Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)
Developmental trauma
Neurodevelopmental difficulties

Sensory and/or Physical

Disability that prevents a child from accessing the educational facilities
Vision Impairment (VI)
Hearing Impairment (HI)
Multi-sensory Impairment (MSI)
Physical Disability (PD)

4. How does our School identify and assess children with SEND?

The Code of Practice (2015) section 6.15 states that

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.”

The Equality Act 2010 definition of a disability is:

“A person has a disability for the purposes of this act if (s) he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.” Section 1 (1) DDA 1995 The early identification of pupils with SEND is a priority for us as a School.

Identification of SEND

Children are identified as having SEND through a variety of ways, often a combination, which may include:

- Liaison with previous schools or pre-school settings
- Performance significantly below age-related expectations (or equivalent measures such as percentile rankings)
- Concerns raised by parents or carers
- Concerns raised by teaching staff
- Liaison with external agencies, including:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Learning Support Teachers
 - Complex Communication Needs Team
 - School Nurse
- Use of assessment tools such as:
 - Standardised tests
 - Dyslexia Pathway
 - Dyspraxia Motorway
 - Strengths and Difficulties Questionnaire

We also work closely with the **Early Years Inclusion Team** to support early identification and ensure smooth transitions into school. Their input is invaluable in helping us understand developmental needs and plan appropriate support from the outset.

Early Identification

Early identification is central to our SEND provision. Staff work closely with families from our **Two-Year-Old Provision** onwards to identify emerging needs and provide support at the earliest opportunity. Ongoing observations, assessment information, discussions with families and advice from external agencies help us identify potential barriers to learning and development. Information is carefully shared between settings to ensure continuity of support from our Two-Year-Old Provision through **Preschool** and into **Reception**. Reception staff complete baseline assessments and continue to monitor progress through regular observations, assessment and discussion with parents and professionals. From September 2026, Language Link will also be used to support the early identification of speech, language and communication needs.

Responding to concerns

If there are concerns about a child at our school, including those who are looked after by the local authority, teachers will discuss these with the SENDCo to identify specific difficulties. For looked-after children, this process also includes the designated teacher responsible for their support.

Teachers may be advised to make adaptations to:

- The learning environment
- Lesson planning
- Resources

These changes aim to remove barriers to learning. In many cases, **Quality First Teaching (QFT)** is sufficient for children to make good progress.

Assess, Plan, Do, Review Cycle

Where **QFT** adaptations do not lead to expected progress, the school follows the **Assess, Plan, Do, Review** model:

1. **Assess** the child's needs
2. **Plan** appropriate interventions or provisions
3. **Do** implement the planned actions
4. **Review** the impact and adjust as needed

The impact of SEND provision is reviewed regularly through assessment information, Provision Map reviews, learning plan reviews, attendance monitoring, pupil voice and parent feedback. Where support is not having the intended impact, provision is adapted to ensure pupils receive the support they need.

Provision Mapping

Teachers use Provision Map software to record, monitor and review SEND provision, interventions and learning plans. This ensures support is targeted appropriately and reviewed regularly in partnership with parents and professionals.

Requesting an Integrated Needs Assessment

Where, despite relevant and purposeful action, a child does not make expected progress, the school may request an **Integrated Needs Assessment** from the local authority. This aligns with **Worcestershire's Graduated Response Policy**.

If the Local Authority agrees that an assessment is required, this may lead to the development of an **Education, Health and Care Plan (EHCP)** where appropriate.

Parents can request an EHC assessment at any time if they feel their child needs a full assessment of their needs.

Worcestershire SEND Services: [LINK](#)

Worcestershire EHCP Information [LINK](#)

More information available from [IPSEA](#)



5. How does our School consult parents of children with SEND and children with SEND and involve them in their education?

Parents

At our school, we deeply value the contribution parents make to their child's education. Parents are experts when it comes to their children, and we always listen to any concerns they may have.

- The **class/form teacher** is the first point of contact, as they work with the child daily. Teachers are available for brief, informal discussions at the end of the school day, or appointments can be made for more in-depth conversations.
- Throughout the year, parents are invited to **parents' evenings** and receive **progress reports** at set points.
- For children on the **SEND Register**, parents are offered **termly meetings** with the class/form tutor to review the child's current learning plan and help co-design the next one.
- Where a child has an **EHCP**, the **SENDCo** may also attend these meetings.
- All children on the SEND Register have a **One Page Profile**, which is shared with the child, parents, and relevant staff. These profiles outline how the child can be supported effectively and how they can help themselves. They are updated termly during learning plan reviews.

Children

We aim to include the child's voice wherever possible when planning provision to meet their needs.

- Children receive regular **verbal and written feedback** and have daily conversations with staff about their learning.
- We encourage parents to bring their child to **parents' evening appointments**, so successes and targets can be shared together.
- **One Page Profiles** are created by the class/form tutor, and where appropriate, the child contributes to the content. They can express what helps them learn best, and this is shared with all staff who work with them.
- Our **School Parliament/Council** includes representatives from every class. We ensure it reflects the diversity of our school community and actively encourage children with SEND to stand for election and be voted in by their peers.



6. What does our School do to prepare children with SEND for transition to their next school?

Our school takes a proactive and supportive approach to ensure that children with SEND experience a smooth and successful transition to their next educational setting.



Autumn Term

- The **High/Secondary School application system** opens online (paper forms are also available).
- Parents must apply for a place at their chosen school by **31st October**.
- Local high schools hold **open day/evening events** for prospective families.
- Our school offers support to parents throughout this process, including guidance on applications and choosing appropriate

settings.



Spring Term

- Parents are informed of **school allocations** on **1st March**.
- The **SENDCo meets with the SENDCo** of the receiving school to discuss children on the SEND Register.
- Plans for **additional visits and support** are made for the summer term, tailored to individual needs.



Summer Term

- **Transition visits** are arranged for all Year 6 children.
- **Additional visits** are organised for children with SEND, where offered by the receiving school.
- **Transition events for parents** (e.g. open evenings, meetings) are promoted and supported.
- The SENDCo provides the new school with **SEND files and documentation** for each child on the SEND Register, on an agreed date with the receiving school's SENDCo.

Post-transition support

- Following transfer to secondary school, the SENDCo and pastoral staff remain available to liaise with receiving schools where required.
- In exceptional circumstances, St Joseph's staff may provide short-term transition support during the first days of secondary school to help pupils settle successfully into their new environment. This is agreed on an individual basis in partnership with families and the receiving school.

7. What approach does our School take to teaching children with SEND?

At St Joseph's, our teachers are skilled in adapting teaching and learning to meet the diverse range of needs within the classroom. Lesson planning is responsive to individual pupils' needs, ensuring that all children can access the curriculum and experience both success and challenge.

Adaptations are made in a variety of ways, including differentiated tasks, adjusted pace, and the use of visual and sensory supports. Where available, additional adults are deployed effectively to support individuals and groups, with a long-term aim of promoting independence. Staff work flexibly across groups to avoid over-reliance on adult support, and this is monitored through book scrutinises, learning walks, lesson visits, pupil and parent voice.

We use **Quality First Teaching (QFT)** strategies to ensure inclusive access to learning. These include, but are not limited to:

- Differentiated lesson planning (by level, outcome, pitch, pace, and support)
- Clear learning objectives and success criteria
- Visual timetables and supports
- Learning partners and mixed attainment grouping
- Dyslexia-friendly practices (e.g. word banks, differentiated homework)
- Access to ICT and online learning
- Structured routines and reward systems
- Pre- and post-teaching of key concepts
- Quiet areas and sensory equipment (e.g. wobble cushions, fiddle toys)
- Adjusted lesson pace and repetition/reinforcement
- Targeted catch-up interventions and small group teaching
- Facilities to support personal care, dietary, toileting, medication, and mobility needs

In addition to QFT, we offer a range of **targeted support**:

Area of Need	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Sensory and Physical
Examples of Support and Intervention	• Language Link • Speech and language programmes • Social communication groups • Social skills development	• Phonics interventions • Reading interventions • Precision Teaching • Pre-teaching and overlearning • Targeted maths support	• ELSA support • Nurture provision • Trauma-informed approaches • Emotional regulation support • EBSA support • Key adult mentoring morning and afternoon decompression sessions	• Fine motor programmes • Handwriting support • Sensory regulation strategies • Movement breaks • Specialist equipment and resources

The interventions offered may vary throughout the year according to pupil need, staffing and the recommendations of external professionals.

The Base

St Joseph's offers a bespoke Base provision designed to support pupils with identified or emerging SEND who require additional support to access learning successfully. The provision provides targeted teaching, personalised interventions and pastoral support, with a particular focus on removing barriers to learning and developing confidence, independence and resilience. Pupils remain fully part of their mainstream class and wider school community, with support tailored to their individual needs. Further information can be found in our **The Base - Enhanced Learning Provision Policy**.

We maintain **ongoing communication with families**, sharing strategies and updates via platforms such as Seesaw to help parents support learning at home. Teachers liaise regularly with the SENDCo to ensure provision remains responsive, coordinated and tailored to individual need.

Whole School Responsibility

At St Joseph's, we believe that supporting children with SEND is a shared responsibility. While the SENDCo plays a key role in coordinating provision and liaising with external agencies, the day-to-day support and success of each child relies on a whole-school approach. Class teachers, teaching assistants, senior leaders, and support staff all contribute to creating an inclusive environment where every child can thrive. This collaborative ethos ensures that children with SEND are known, understood, and supported by the wider school community, not just by one individual.



8. What expertise and training do the staff have to support children with SEND?

All staff working at our School receive regular training in school during staff meetings, 'twilights', 5 x Teacher Education Days (TED) across the year, online courses and through external providers. Training is carefully planned to address identified areas for development, respond to the needs of pupils, and ensure staff receive regular updates and refresher training. Training may be delivered by a range of professionals, including:

School/trust staff, Speech and Language Therapists, Chadsgrove Specialist Teachers, Educational Psychologists and other outside professional agencies. Our School is also part of the Worcestershire and Chadsgrove SENDCo Network and all the SENDCo's attend regular meetings and conferences with colleagues from across the county to share good practice and to keep up to date with developments within SEND.



The following SEND training and qualifications have been undertaken by the staff at our School. Each school does also have access to the expertise at other schools within the Trust:

Trust SEND Lead: Mr. Daniel McEvilly

- National Award in Special Educational Needs Co-ordination (NASENCO)
- PGCert: Specific Learning Difficulties (SpLD) – Dyslexia
- PGCert: Specific Learning Difficulties (SpLD) – Dyscalculia
- Assessment Practising Certificate (APC)
- MA in Education with a focus on Dyslexia Friendly Practice
- Specialist interests: Girls with Autism, Emotional Based School Avoidance
- Target 2 Safeguarding
- Regular contributor to the Chadsgrove Network Conference

School SENDCo: L. Gifford

- BA (Hons) Qualified
- Level 5 Dyslexia Practitioner (British Dyslexia Association)

- Currently undertaking:
- National Award for Special Educational Needs Co-ordination (NASENCO)
- Level 7 Assessment and Intervention for Dyslexia and Literacy Difficulties (Dyslexia Matters)

Whole staff or individual training

- **Trauma-Informed Practice** – Supporting pupils affected by trauma through safe, nurturing approaches.
- **Speech and Language Support** – Promoting communication and language development.
- **ELSA (Emotional Literacy Support Assistant)** – Supporting emotional wellbeing and resilience.
- **Precision Teaching** – Delivering targeted interventions to address specific learning gaps.
- **Team Teaching** – Collaborative teaching to promote inclusion and pupil progress.
- **Autism Spectrum Disorder (ASD) Strategies** – Structured support for autistic pupils.
- **ADHD and Executive Functioning Support** – Strategies to develop attention, organisation and self-regulation.
- **Positive Behaviour Support (PBS)** – Proactive approaches to supporting behaviour and engagement.
- **Mental Health First Aid** – Recognising and responding to mental health needs.
- **Attachment Theory and Interventions** – Supporting pupils with attachment and relationship difficulties.
- **Sensory Integration and Processing Strategies** – Meeting sensory needs to support regulation and learning.
- **British Sign Language (BSL)** – Supporting communication for non-verbal and hearing-impaired pupils.
- **Dyslexia and Literacy Interventions** – Targeted support for literacy development.
- **Numeracy Interventions** – Addressing gaps in mathematical understanding and confidence.
- **Social Skills Development** – Building social communication, interaction and confidence.
- **De-escalation and Crisis Intervention** – Supporting the safe management of challenging situations.
- **Restorative Practice** – Promoting conflict resolution and positive relationships.
- **EBSA (Emotionally Based School Avoidance)** – Supporting pupils to attend, remain in, and re-engage with school.



9.What does our School do to ensure children with SEND can access all activities?

“FAIR isn’t everyone getting the same thing FAIR is everyone getting what they need in order to be successful.”

At St Joseph's, we are committed to ensuring that all children, including those with SEND, can access the full range of school activities, both within and beyond the classroom. Our staff are experienced in making appropriate adaptations to the curriculum, resources, and environments to enable full participation.

When planning lessons and activities, teachers consider the needs of all learners. **Quality First Teaching** (see Section 6) ensures that individual needs are addressed through differentiated tasks, additional adult support, and tailored resources. This inclusive approach allows children with SEND to engage meaningfully in learning and enrichment opportunities.

For **off-site activities**, careful planning is undertaken to ensure accessibility.

This includes:

- Considering physical, sensory, and emotional needs
- Adjusting activities or environments where necessary
- Planning adult-to-child ratios to ensure adequate supervision and support
- Completing thorough risk assessments, led by the class teacher and reviewed with senior leaders and the SENDCo where appropriate

We believe that inclusion is a **whole-school responsibility**. Supporting children with SEND to access all aspects of school life is not the role of one individual, it is a shared commitment across all staff. Teachers, teaching assistants, support staff, and leaders work collaboratively to ensure that every child is included, supported, and able to thrive.

"Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it cannot succeed." Albert Einstein.



10.What support is there for improving emotional and social development?

"Children learn best when they feel safe, valued, and understood."

At St Joseph's, we recognise that emotional wellbeing is essential for learning and personal growth. As a **Catholic school**, our approach is rooted in compassion, dignity, and respect for every child. We take a **whole-school approach** to supporting emotional and social development, ensuring that all staff contribute to creating a nurturing and inclusive environment.

Our provision is informed by **trauma-aware and relationship-based practices**, including **Thrive** and **Trauma Informed Schools**, and is supported by our Catholic values. Staff are skilled in recognising emotional needs early, and we have **Youth Mental Health First Aiders** and **ELSA-trained staff** available to provide targeted support.

Children are encouraged to speak with trusted adults, and we offer **key adult check-ins** to ensure pupils feel heard and supported throughout the school day. **Nurture and pastoral groups** provide safe spaces for children to build relationships, develop social skills, and regulate emotions.

Some pupils may experience difficulties attending school due to anxiety, emotional wellbeing needs, SEND-related barriers or **Emotionally Based School Avoidance (EBSA)**. We work closely with families, attendance services, external agencies and, where appropriate, alternative providers to develop personalised support plans that help pupils engage successfully with education.

We work closely with a range of **external agencies** to provide specialist support, including:

- WEST – Wellbeing and Emotional Support Teams in Schools
- CAMHS – Child and Adolescent Mental Health Service
- Speech and Language Therapy Team
- Educational Psychology Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team
- Learning Support Team



Where appropriate, referrals to CAMHS or other services are made in consultation with families. We also work with local charities to offer therapeutic support for children who have experienced trauma or bereavement.

The Trust takes all reports of bullying seriously and responds appropriately. For further details, please refer to the school's **Anti-Bullying Policy**.

11. How does our School involve others in meeting the needs of children with SEND and their families?

At St Joseph's, we recognise that meeting the needs of children with SEND is a collaborative process. We work in partnership with families, staff, and a wide range of external professionals to ensure that every child receives the support they need to thrive.

In some cases, professionals from education, health, or social care may already be involved with a child. Where this is not the case, and it is felt appropriate by both the school and the family, the SENDCo may initiate referrals to external agencies. All involvement is carried out with parental consent and following ongoing discussions with those concerned.

The SENDCo coordinates referrals, supports further assessment, and works with colleagues to plan and monitor provision. However, the class teacher remains responsible for the child's day-to-day learning and for delivering an individualised programme tailored to their needs. Parents are kept informed throughout the process and are encouraged to speak first with the class teacher if they have concerns about their child's development.

We have developed strong working relationships with a wide range of external agencies, including but not limited to:

- Speech and Language Therapy Team
- Educational Psychology Team
- Child and Adolescent Mental Health Service (CAMHS)
- Learning Support Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team
- Visual and Hearing Impairment Specialists
- Occupational Therapy Services
- WEST – Wellbeing and Emotional Support Teams in Schools
- Early Help and Targeted Family Support Workers
- School Nurse Team
- Early Years Inclusion Team
- Fort Royal Special School Outreach Team
- Chadsgrove Outreach Services
- Independent Behaviour Consultants



Recommendations from these professionals are used to inform the child's **Learning Plan** and **One Page Profile**, ensuring that provision is responsive and personalised.

12.What should I do if I have a complaint about the provision for children with SEND?

At our School, we are proud of our provision for children with SEND. All staff share a commitment to ensuring every child's needs are met and strive for excellence in the provision for all children that we work with. If a parent feels that the provision that their child receives falls short of our very high expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents are able to make an appointment with the SENDCo via the school office either for a telephone call or a face to face meeting. In addition, any concerns can also be raised with the Head of school or senior leadership team. In the unlikely event that a parent feels that the matter is not resolved in a satisfactory way they should follow their school's policy for complaints which can be found on the school website or a paper copy can be requested from the school office.



13.Where can Worcestershire's Local Offer be found?

The Worcestershire Local Offer – The Worcestershire SEND Local Offer provides information for children and young people with SEND, their families and professionals. It brings together information about education, health and social care services, local support groups, EHCPs, SEND services and sources of advice available across Worcestershire.

[SEND Local Offer | Worcestershire County Council](#)

The Worcestershire Graduated Response - provides guidance for schools and families on how special educational needs and disabilities are identified, assessed and supported. It outlines the range of support available, from Quality First Teaching through to specialist interventions and Education, Health and Care Plans (EHCPs).

The Worcestershire Graduated Response can be found here:

<https://www.worcestershire.gov.uk/graduatedresponse>

14. Further Information

Sometimes parents may wish to access information independently and find websites a useful source of information.

Whilst our school does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

<https://www.hacw.nhs.uk/childrensslt/> - The website for Worcestershire Speech and Language service.

www.ipsea.org.uk – A useful site for free, legally based Special Education advice

<http://www.hwsendiass.co.uk/> - SEND Information, Advice and Support service offering impartial and neutral advice.

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with ASD and their families

<https://attentionautism.co.uk> – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

www.widgit.com/resources - Symbolised resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.autismuk.com – Lots of information on ASD

<https://www.autismwestmidlands.org.uk/> – Lots of information on ASD and where to get local advice and support

www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour

<https://www.hacw.nhs.uk/services/service/umbrella-service-125/> - Umbrella Neurodevelopment pathway

<https://www.bdadyslexia.org.uk/> - Lots of information about how to support learners with Dyslexia.

15.Glossary / Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:



Acronyms	Full name	Acronym	Full name
ADHD	Attention deficit hyperactivity disorder	LO	Local Offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulties
CP	Cerebral palsy	OCD	Obsessive compulsive disorder
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CCN	Complex Communication Needs	PDA	Pathological demand avoidance
CF	Cystic fibrosis	PMLD	Profound and multiple learning disability
EHCP	Education, Health and Care Plan	PT	Physiotherapists
EP	Educational psychologist	PRU	Pupil Referral Units
EWO	Education Welfare Officer	SALT	Speech and Language Therapists
EYFS	Early years foundation stage	SEND	Special educational needs and Disabilities
HI	Hearing impairment	SEMH	Social, Emotional, Mental Health
LA	Local authority	SENDCo	Special Educational Needs and Disabilities Co-ordinator
LST	Learning Support Team	VI	Visual impairment