

North Somercotes CE Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) abbreviations

Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.

- SEND - Special Education Needs and Disability
- SENCO - Special Education Needs Co-ordinator
- STT - Specialist Teaching Team - Special Education Needs and Disability Service. A specialist teacher who completes assessments of children, gives advice to SENCO and teacher and meets with parents to discuss the assessment report. If a child is seen they will complete a SENDS report.
- EP - Educational Psychologist
- SALT - Speech and Language Therapy/therapist
- WTT - Working Together Team - specialist support for students with a wide range of social communication and / or learning needs.
- IEP - Individual Education Plan - children who have personalised provision which is different from and additional to First Quality Teaching. The IEP is reviewed 3 times per year. Targets are set on the IEP and reviewed. Parents, agencies involved and staff working with the child are invited to attend the meetings.
- EHCP - Education, Health Care Plan - children have enhanced funding through additional resources and/or provision.
- SEN Support - Children who have been identified as having special educational needs and or disabilities.
- PKS Standard - Pre Key Stage Standards - assessment tool used for when children are not working within their academic Key Stage.
- TAC - Team Around the Child - A TAC referral may be made if a child requires support from external agencies to support the child out of school.
- EHA - Early Help Assessment - a meeting with parents who have requested support in the home. This can lead to a TAC being opened.

- BOSS - Behaviour Outreach Support Service - Support schools in a variety of ways to enable them to more effectively support their pupils that display behaviour that challenges, with a view to delivering an inclusive approach to learning. The service focuses on maintaining children and young people's positive engagement with school.

Children on the SEND register will be identified as having one or more of these areas of learning difficulty:

- MLD - moderate learning difficulties
- SLD - severe learning difficulties
- PMLD - profound and multiple learning difficulties
- SpLD - specific learning difficulties - such as dyslexia, dyscalculia, dyspraxia
- SLCN - speech, language and communication needs
- ASD - Autistic Spectrum Disorder - Autism and Asperger's Syndrome
- SEMH - social, emotional and mental health difficulties (including ADHD)
- PD - physical disability
- VI - vision impairment
- HI - hearing impairment
- MSI - multi-sensory impairment

Children completing interventions are identified on our Provision Maps/Individual Education Plans/Education Health Plans and the SEND Register (one for each year group). The interventions are categorised as below:

- C&L - Cognition & Learning
- C&I - Communication & Interaction
- SEMH - Social, Emotional and Mental Health difficulties
- S&P - Sensory & Physical