

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

SEND INFORMATION REPORT

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: September 2025
Review Date: September 2026

Our Aims

Children, staff, parents, directors and outside agencies work in partnership to ensure:

- the early identification of Special Education Needs and Disabilities (SEND) and appropriate intervention and provision
- that all children with identified SEND have access to a rich and fulfilling curriculum as is their right and entitlement
- that decisions relating to SEND are based solely on the capability of the individual child and are shared with all relevant people including the children and parents
- that children with SEND are encouraged and assisted to achieve their full potential

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Different Types of SEND and Interventions

1. SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS (SEMH)

Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Children with SEMH may not be able to respond to the usual range of rewards/consequences and will need SEND provision in order to make progress. Pupils with SEMH may have high general ability or be less able. Their needs can vary from quite mild to very severe. The one thing they all have in common is that their SEMH needs are a barrier to learning. This means that they may not be progressing as well as they should with their learning.

The term SEMH covers a wide range of difficulties. Some pupils may be withdrawn or isolated or have emotional disorders such as depression. Others may lack concentration or behave in ways which disrupt the class. Some may lack the social skills they need in order to learn and play alongside other children.

A small number will demonstrate severe and complex needs over a period of time, which have not responded to support from professionals. In these cases, the school may decide to request an Education, Health and Care (EHC) plan.

Intervention for Behaviour Social/Emotional Difficulties

What is available for all children in our care?	Targeted Support for Individuals or Small Target Groups	Specialised Individual Support
<ul style="list-style-type: none"> • All pupils are supported to develop in a safe, nurturing environment • Whole class PHSE curriculum, including teaching about mental health • Whole class positive reinforcement of behaviour (star charts, postcards home,) 	<ul style="list-style-type: none"> • Small group activities to address needs/build confidence • Groups to improve social skills • Individual behaviour/reward systems • Access to ELSA in times of need or an ongoing emotional support • Parent/teacher/SENDCo discussion • Advice by the school nurse 	<ul style="list-style-type: none"> • Referral to Educational Psychologist • Referral to Child & Adolescent Mental health Service (CAMHS) • Pastoral support • 1:1 Support (ELSA/LSA) • Completion of education health assessment and/or application for an EHC plan • Support from SIPOS (Southampton Inclusion Partnership Outreach Service) • Referral to MHST (Mental Health in Schools Team)

2. COGNITION AND LEARNING NEEDS

Moderate Learning Difficulties (MLD)

Pupils with moderate learning difficulties will learn at a slower pace than other children. This means that they will not achieve the expected levels for their age in all or most areas of the curriculum, even with appropriate support. These pupils will need extra support beyond what is available to most children in school.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Severe Learning Difficulties (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. Pupils with SLD will need support in all areas of the curriculum. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD are likely to need teaching of self-help, independence and social skills. Some pupils may use sign and symbols to communicate. Pupils with SLD are likely to have an EHC plan and need specialist provision beyond that which can be provided in mainstream education.

Profound and Multiple Learning Difficulties (PMLD)

Most children with PMLD will have been identified before school age and have their needs met. Most children are likely to have an EHC plan and need specialist provision beyond that which can be provided in mainstream education.

Pupils with PMLD have severe and complex learning needs. In addition, they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

Specific Learning Difficulties (SpLD)

'Specific learning difficulties' is an umbrella term which indicates that pupils have particular difficulty with one or more aspects of learning, but not all of them. The term covers problems with

- Dyslexia (reading and writing)
- Dyscalculia (maths)
- DCD – developmental coordination disorder (co-ordination)

Dyslexia

Pupils with dyslexia have particular difficulty in learning to read, write, spell or use numbers. Their performance in these areas is likely to be below their performance in other areas. These children may quickly gain skills in some subjects but not in others.

Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Dyslexia covers the whole ability range and the difficulty may vary from mild to very severe. Some children with dyslexia may also have behavioural difficulties, though these can often improve when the child receives appropriate help and support.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.

Developmental Coordination Disorder (DCD)

Pupils with dyspraxia have difficulty with organising movement and often appear clumsy. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their speech sounds may be immature and their language late to develop. They may also have poor awareness of body position.

Intervention for Cognition and Learning difficulties/ Moderate Learning Difficulties and Severe Learning Difficulties

What is available for all children in our care?	Targeted Support for Individuals or Small Target Groups	Specialised Individual Support
Use of a range of teaching techniques for different learning types Hands on learning with concrete experience/trips and visits Differentiated learning objectives Access to a broad curriculum at the right level Motivational techniques to encourage learning	SENDCo observation and assessment of needs Small group intervention for targeted objectives Parental discussion	Reading/writing/numeracy intervention schemes Precision teaching Access to Educational Psychologist 1:1 specialist teaching support where appropriate Application for an EHC plan if needed Support from SIPOS (Southampton Inclusion Partnership Outreach Service)

3. COMMUNICATION AND INTERACTION NEEDS

Speech, Language and Communication Needs (SLCN)

Pupils with SLCN cover the whole ability range. Pupils with SLCN may have difficulty in:

- understanding and/or making others understand information through spoken language
 - their learning of speech and language skills may be significantly behind their peers
 - their speech may be difficult for others to understand
- Pupils with language impairments:
- find it hard to understand and/or use words in context
 - they may use words incorrectly, have a reduced vocabulary or find it hard to recall words and express ideas
 - they may also hear or see a word but not be able to understand its meaning. They may have trouble getting others to understand what they are trying to say.

Most speech and language difficulties will have been identified before school age. Most of the children will have their needs met in the school. Some may have particularly complex speech and language difficulties which severely impair their ability to join in when they start school. As a result, their progress may be affected and they could develop emotional and behavioural difficulties. Please

note that pupils whose first language is not English are not regarded as having SLCN unless they also have a SEND in this area.

Autistic Spectrum Condition (ASC)

The spectrum includes Asperger’s Syndrome, high functioning autism and autism. Children with ASC have a difficulty in making sense of the world in the way others do.

They will typically have:

- difficulty with social interaction
- difficulty with communication skills
- difficulty with imagination.

In addition, they may:

- be easily distracted or upset by noise/light/touch
- have problems with sensory experiences
- have co-ordination difficulties
- have fine motor skill difficulties

Such children may have high levels of skill or knowledge in one specific area, e.g. good memory skills, good visual skills, but difficulty in many other areas.

Children with ASD may have moderate to severe learning difficulties. Children with severe autism are likely to be identified at the pre-school stage and have their needs addressed early.

Intervention for Speech Language and Communication/ Autistic Spectrum Disorders

What is available for all children in our care?	Targeted Support for Individuals or Small Target Groups	Specialised Individual Support
Access to a varied, stimulating and visual curriculum Differentiated material to help support learning Visual timetables Clear verbal instructions Use of ICT to support learning Drama/role play/speaking and listening curriculum	Additional targeted speaking and listening group Makaton/cued articulation PECS/personal visual timelines SENDCo observation/assessment Communication with parents Small targeted groups aimed at improving listening and attention Social communication groups Regular progress meetings	Referral to speech and language therapist 1:1 work with speech and language support assistant Educational Psychologist assessment Application for an EHC plan if needed Regular progress meetings Work with ELSA Support from SIPOS (Southampton Inclusion Partnership Outreach Service)

4. SENSORY AND/OR PHYSICAL NEEDS

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.

In the same way a medical diagnosis does not necessarily mean a pupil has a SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus and muscular dystrophy. Pupils with physical disabilities may

also have sensory impairments such as sight or hearing loss and/or neurological problems with learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support and interventions. Others may need communication aids.

Intervention for sensory/ Physical needs: Hearing Impairment / Visual Impairment / Multi-sensory Impairment / Physical or Medical needs

What is available for all children in our care?	Targeted Support for Individuals or Small Target Groups	Specialised Individual Support
Adaptations/modifications of the routines or the environment (use of writing slopes/therapy cushions/pencil grips etc.) Access to a broad and balanced curriculum with differentiation to adapt to needs	1:1 support or small group activities Clever Hands and Clever Bodies fine/gross motor skills program Use of ICT to access self-help skills Parent liaison with teacher/ SENDCo	Adapted physical education lessons will be planned for children with a physical or medical need Access liaison with Occupational Therapist (OT) Access liaison with Physiotherapist Liaison with VI (Visually impaired) and HI (Hearing impaired) specialist teachers 1:1 support where required Space and time for equipment/therapy Application for an EHC plan if needed

TEACHING, LEARNING AND SUPPORT APPROACHES

	What is available for all children in our care?	Targeted Support for Individuals or Small Target Groups	Specialised Individual Support
Teaching approaches	All children are taught by qualified teachers and follow the National Curriculum. Your child's progress is monitored regularly and if they are not making enough progress then extra help is put in place. All teachers have regular training to ensure they have an understanding of how individual children learn. We hold parents' evenings in the autumn and spring terms and send home an annual written report to parents in the summer term.	Teachers use their understanding of the children's learning to plan work for the different levels in their class. Groups of children can have more time to work with either the class teacher or teaching assistant when they need extra help.	Support is put in place for children whose progress is below expected levels. This support can be: intervention programmes personalised to the child, 1 to 1 teaching or small groups by qualified teacher or teaching assistant to support and meet the child's learning needs Learning is carefully targeted for children and recorded in small step targets. These targets are reviewed regularly to ensure that the children are making progress and teaching is effective.
Learning and curriculum approaches	Children will follow the National Curriculum. We plan that this is taught in a fun, relevant and interesting way to all children.	Teachers may change the curriculum to suit each child's needs. The school identifies children with SEND in a number of ways.	The school listens to any concerns raised by parents. Progress made against the child's targets is reviewed by the child, teacher, SENDCo and parent.

		Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.	The SENDCo works with teachers and teaching assistants to ensure work is adapted to meet individual needs.
Support approaches	Teaching and activities are adapted to support the different levels within a class. Instructions are simplified and supported with visuals where possible. Teachers check for understanding and tell children the next steps in their learning. A consistent and predictable learning environment, with a visual timetable, is provided in all classes.	Children who need extra help are given the opportunity to work in small groups or individually, with the class teacher or trained teaching assistants, on the area the child is finding difficult. Children's progress is reviewed regularly and shared with parents. Further support is provided if needed.	Children with SEND may be supported by outside agencies and parents are always consulted. Our SENDCo works with all the outside agencies and class teachers to get the best outcomes for the children. The school uses a SALT, who supports children who have additional speech, language and communication needs.
Environmental and physical approaches	The school works hard to ensure all pupils with social, emotional and behavioural needs are included and are successful. We aim to provide a positive learning environment.	Every effort is made to meet pupils' individual needs, including the provision of quiet areas for reflection and discussion.	Our trained ELSAs and the SENDCo support children identified as needing support in managing feelings appropriately. Our ELSA programmes can help children with self-esteem, anger management, social skills, loss, bereavement or family break up. The school uses the advice of specialist advisors to support individual children.

WHO WILL WORK WITH MY CHILD?

Special Education Needs Co-ordinator (SENDCO)

The SENDCo at Springhill is Jenny Hall. She will work with the children, staff and outside agencies to gather the best information about a child. When an assessment of need has taken place, she will liaise with teachers and LSAs to deliver the necessary help and support. If you have new and on-going concerns, it is best to share and discuss these as soon as possible. You can arrange an appointment through your class teacher or by contacting the school by emailing info@springhillcatholic.net or phoning 02380333954.

Learning Support Assistant (LSA)

LSAs will often work in small groups or 1:1 in a class with a child. They may also work with larger groups, enabling the teacher to provide targeted support. This will often be for a specific period of time followed by discussion of the effectiveness of the support with the class teacher and SENDCo. LSAs receive coaching and training from the SENDCo and outside agencies in order to support the children and their individual needs.

Emotional Literacy Support Assistant (ELSA)

We have a fully qualified ELSA who works with small groups or 1:1 with children that have difficulties with social and emotional skills as well as children who need support through a specific change or crisis. Alongside the SENDCo, she supports staff in carrying out ELSA programmes for children. Children can be helped with self-esteem, anger management, social skills, loss, bereavement or family break up.

Speech and Language Therapist (SALT)

In addition to the support given by the NHS speech and language therapists, we also have on-going support for children who need more intensive speech and language therapy programmes. The SALT works with these children at different times in their therapy, and where appropriate, individual programmes are then delivered by our LSAs. If there is such a need, we would contact the parent involved initially to discuss.

FREQUENTLY ASKED QUESTIONS

What type of school are you, what SEND do you cater for and are there eligibility criteria?	<p>Springhill school is a mainstream primary school which has 660 pupils on roll. We have about 15% SEND children in our school, who receive appropriate support, resources and interventions to help them make progress throughout their time at our school.</p> <p>At Springhill School, we are committed to offering an inclusive curriculum for all children, including those children looked after by the Local Authority, to ensure the best possible progress for all of our pupils whatever their needs or abilities.</p>
How will I know if my child has SEND?	<p>There may be several different ways that needs are identified:</p> <ul style="list-style-type: none">• Parental concerns• Liaison with nursery setting/health visitor• Below age expected progress• Diagnosis from health care professional• Concerns from the teacher <p>It is always best to share all the information available and any concerns you have with the teacher and SENDCo as soon as possible to access assessment or support for your child.</p>
Who will assess my child?	<p>Depending on the need, the SENDCo will observe and assess the child with the help of the class teacher. If needed there may be a referral to outside agencies such as Speech and Language Therapists or OTs. You can also access these services through the GP. We also have access to the Local Authority Educational Psychology Service who may be asked by the SENDCo to offer advice or assessment when needed.</p>
How will my child be supported?	<p>Through an integrated approach of the interventions as explained above. At different times many children need some extra help to access the curriculum while others need support for much longer. These children may have individual targets to address their needs which will be reviewed on a regular basis. Springhill follows a graduated approach which is an assess, plan, do, review cycle. If the need is seen to be a complex and long term need, the SENDCo will ask for a range of assessments from outside agencies who would decide if the child would need an EHC plan. This would mean that the family would be offered long term integrated support by a team from school, education professionals, medical professionals and care professionals if needed. Progress would then be discussed and reviewed regularly with the team involved. The nature of support will always be discussed with you and your child's teacher. Children are also involved in</p>

	setting their own targets and if they have an EHC plan, they contribute to their annual review meetings.
Which specialist outside agencies could be involved?	<p>We work regularly with professionals from a range of outside agencies as needed to assess and plan for children at different times including:</p> <ul style="list-style-type: none"> • SALT - Speech and Language Therapy • EP - Educational Psychologists • CAMHS - Child Adolescent Mental Health service • Social Services • SIPOS (Southampton Inclusion Partnership Outreach Service) • Occupational therapists (OT) • Physiotherapists • School nurse • Mental Health in Schools Team (MHST) •
How accessible is Springhill?	We are a single-storey building with ramps to all outside areas, but one room used for small group work is currently inaccessible for wheelchair users. Alternative teaching accommodation is used when a child requires a wheelchair or has other mobility difficulties.
How are resources allocated?	The school is given a budget for all areas of SEND provision in the school. This includes funding for resources, training and LSAs who work with small groups and children on a one-to-one basis. The SENDCo will identify needs and allocate resources available and will assess if this is meeting the need of individual and small groups of children. Resources could be in the form of staffing, equipment for the classroom that will support children to access the curriculum or training from outside agencies to ensure that we are meeting the needs of individuals and groups of children within the school. Children with more complex needs will have these outlined in an EHC plan.
How will I know how my child is doing and how will you help me to support my child's learning?	Your child's class teacher will invite you to meet every term to share information. For a child who is looked after by the local authority, this information would also be shared at the termly PEP (Personal Education Plan) meetings. The teacher will meet with you in addition to these times if they or you have any concerns. The teacher will also write a report each year. The class teacher and SENDCo will oversee and plan the education programme for your child. Intervention programmes help your child to access the curriculum. Parents are also offered meetings with the SENDCo to discuss their child's needs and interventions in place to meet those needs.
What support will there be for my child's overall well-being?	The school has an ELSA who is trained to support staff in helping children with a wide range of emotional needs. We also have close links with the school nurse and the Mental Health in Schools Team and referrals can be made by school staff. If parents have any concerns, they can speak to the class teacher or SENDCo who will make a referral.
What training are the staff supporting children with SEND had or are having?	<p>The SENDCo is a highly experienced teacher and we have a fully trained ELSA and many experienced Learning Support Assistants.</p> <p>Each year, training takes place for staff dependent on the children's needs and staff experience. This year, we have a focus on supporting the children who have social, emotional and mental health needs. The SENDCo offers support and training on a regular basis for those working with children who have additional needs.</p>
How will my child be included in	All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. When in Year 6, all of our pupils are encouraged to go on the

activities outside the classroom including school trips?	<p>residential trip to Fairthorne Manor. All pupils are encouraged to take part in sports day/school plays/special workshops etc.</p> <p>No pupil is ever excluded from taking part in activities because of their SEND or disability. We make every effort to include all pupils in school activities outside the classroom and trips. We write individual risks assessments when required to ensure that everyone is fully included.</p>
How will the school prepare and support my child to join the school or transfer to the next stage of education?	<p>If your child has an identified need, you will be offered a home visit when your child is preparing to start school. This gives you an opportunity to tell us all about your child. We offer a carefully planned start with several sessions which allows your child to feel comfortable and familiar with the new experience of coming to school. We plan individual support to help children with additional needs settle in school successfully. We make reasonable adjustments for all children with additional needs and disabilities. This may be the school environment or the curriculum. When your child is moving to a new year group, we plan transition sessions where your child can experience being with the new staff and being in the new classroom.</p> <p>When your child is in Year 6 and moving onto secondary school, we plan visits to the new school and share all the information needed to help your child start successfully in their new school. We help identify children who will benefit from extra support when moving on to secondary school.</p>
How is the decision made about what type and how much support my child will receive?	<p>Teachers assess the needs of all of the children throughout the year. As soon as your child needs some extra support, this will be agreed and shared with you. In addition, every half term, the senior leadership team review the progress made by all the children to make sure each child is making good progress.</p>
Who can I contact for further information?	<p>Please contact us if you are concerned about your child. Our priority is to work with you so that your child meets his or her full potential at Springhill School in a nurturing and caring environment. If you wish to discuss anything regarding your child, you may meet with your child's teacher. You can speak to any member of the school leadership team if you are still worried.</p> <p>You can also access the Southampton City Council Local Offer at:</p> <p>https://www.southampton.gov.uk/localoffer</p> <p>If your child has a special educational need and you would like independent advice, you can contact SENDIASS at <u>Southampton SENDIASS – Special Educational Needs & Disability Information Advice & Support Service</u> who have a wealth of information and support available.</p>

PROCEDURES FOR MANAGING COMPLAINTS

Parents wishing to express concerns about any aspect of this policy or its implementation should contact the class teacher. Thereafter, they should make an appointment with the SENDCO. If the complaint has not been satisfactorily resolved, a meeting will be arranged with the Head teacher and further to this, the governing body of the school. (See Complaints Policy.)

SEND TERMINOLOGY/ACRONYMS

ADD: Attention Deficit Disorder

ADHD: Attention Deficit/Hyperactivity Disorder

ADDISS: Attention Deficit Disorder Information and Support Service

AOT: Autism Outreach Team

ASC: Autistic Spectrum Condition. Pupils who may find it difficult to understand and use non-verbal and verbal communication

Asperger's syndrome: Pupils on the autism spectrum, higher functioning

BDA: The British Dyslexic Association

BESD: Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning

CAF: Common Assessment Framework

CAMHS: Child & Adolescent Mental Health Service

CF: Cystic Fibrosis

CLAPA: Cleft Lip and Palate Association

CoMED: Co-ordination for Medical Needs

DCD: Development Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia: Pupils having difficulty in acquiring mathematical skills

Dyslexia: Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia: Pupils with impairment of gross and fine motor skills

EAL: English as an additional Language

ECM: Government Green paper

EHC: Education and Health Care

EMASS: Ethnic Minority Achievement Support Service

EPS: Educational Psychology Service

EWO: Educational Welfare Officer

HI: Hearing Impaired

HLTA: Higher Level Teaching Assistant

IPS: Individual progress selection

Inclusion: School provides flexible curriculum and increased capacity to meet needs of all pupils

Integration: Where a child fits into existing school provision and curriculum

LEA: Local Authority

MD: Muscular Dystrophy

MLD: Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

MNU: Medical Needs Unit

MSI: Multi-SENsory Impairment. Pupils with complex visual and hearing difficulties

NASEN: National Association for Special Educational Needs

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties

Portage: Home-based pre-school education for children with development delay, disabilities or any other special educational needs

RNIB: Royal National Institute for the blind

RNID: Royal National Institute for Deaf and hard of hearing people

SALT: Speech and Language Therapist

SAOS Southampton Advisory Outreach Service

SEND Code of Practice
Practical guidance to LEAs and the governing bodies of all maintained schools

SEND: Special Educational Needs

SENDA: Special Educational Needs Assessment Service

SENDCo: Special Educational Needs Co-ordinator

SENDIST: SEND & Disability Tribunal

SLCN: Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD: Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

SLCN: Speech, Language and Communication needs

SSS: Specialist Support Service

STS: Specialist Teaching Service

TA/LSA: Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff annually

VI: Visually Impaired