

School Commitment to SEND

SEND Information Report



Gilmour Primary School

2024-25

1. Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disabilities in Gilmour Primary School are:

- to enable full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life.
- to create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- to provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- to encourage a strong focus on **high aspirations** and on **improving outcomes** for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- to reflect the SEND Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants and/or specialist staff. Every teacher is a teacher of every child/young person including those with special educational needs or disabilities.
- to fully adopt the **graduated approach** to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- to review provision for pupils with SEND on a termly basis for the purposes of planning, budgeting and resourcing.
- to clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- to assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- to work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

- to encourage and engage the participation of children/young people and parents/carers in the decision making, planning and review of outcomes with regard to their provision.
- to be proactive in **supporting a long-term goal of independence and preparation for adulthood** for pupils with SEND.

2. What are special educational needs (SEN) or a disability?

At Gilmour Primary School we take the definition for SEN and disability from the SEND Code of Practice (2015).

“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”. (page 94)

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – 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 definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. The kinds of special educational needs (SEN) for which provision is made at Gilmour Primary School

At Gilmour Primary School we recognise that the **early identification** of pupils who may have special educational needs is a crucial factor in overcoming barriers to learning or wellbeing. These children may be facing challenges or difficulties in accessing the curriculum and/or in their social and emotional development. We have different waves of intervention, with Quality First Teaching and adaptive practice at the centre.

All children at our school are entitled to be educated alongside their peers with reasonable adjustments made for their learning, wellbeing and social emotional needs. The majority of this is delivered in the mainstream classroom,

and when appropriate, careful planning to further personalise the curriculum. Our additional support and waves of intervention respond to the 4 broad categories of the SEND Code of Practice (2015). These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory Needs

When a child is identified as requiring additional support, parents/carers are informed. The child will then undertake a planned programme of intervention (this may be delivered by the Teacher or Teaching Assistant) known as Wave 2 in our graduated approach. At Wave 2, children will access additional support and intervention delivered usually between 6-10 weeks and informed by their SEND Support Plan and/or Pupil Profile. The impact of intervention is then reviewed and next steps to further support children are identified in partnerships with parents/carers. This is a very important part of our graduated approach so that we can celebrate success but also make adaptations if the child needs them.

For children whose progress and/or wellbeing continues to cause concern, school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Parents/carers are informed and permission sought at all stages. This is known as **Wave 3** in our graduated approach.

Children and young people with SEND have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHC Plan, parents have the right to request a particular school and the local authority must comply with that preference, and name the school or college in the EHC plan unless:

1. it would be unsuitable for the age, ability, aptitude or SEN of the child or young person
2. the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

In addition, the local authority must also seek the agreement of school where the draft EHC Plan sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHC Plan also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4. How does Gilmour Primary know if children need extra help?

At Gilmour Primary School we use a number of indicators to identify pupils' special educational needs. Such as:

- close analysis of data including: transition from Nursery, Reception, KS1, termly and yearly assessments and annual pupil assessments;
- any teacher or additional support staff concerns;
- following up parental concerns;
- tracking individual pupil progress over time;
- liaison with feeder schools on transfer;
- information from previous settings;
- information from other services/Outreach agencies;
- very close liaison at the outset with all staff and parents from feeder schools;
- working in partnership with Health;
- working in partnership with Social Care.

We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties, as it very much depends on the individual case.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCOs and information is shared appropriately and frequently.

5. What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher.

This may result in a referral to the school SENCOs whose names are:

- Miss A Jones (Infant Department)
- Miss R Frain (Junior Department)

They can be contacted directly at the school on senco@gilmourprimary.com or by telephone on: 0151 427 6306.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will Gilmour Primary School support a child with SEND?

Quality first teaching is a priority for all pupils in the school including those with SEND. This includes adaptive teaching within the classroom to ensure children with SEND take part in all aspects of the curriculum.

Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place through the use of reasonable adjustments, and will include a SEND Support Plan/Transition Profile.

Where a pupil continues to make less than expected progress, despite evidence-based support, matched with interventions addressing areas of need it may be necessary to involve outside specialists. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).

Where assessment indicates that support from specialist services is required Gilmour Primary strives to ensure that the pupil receives this as timely as possible. Support Services used in Gilmour Primary School include, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, OSSME and SENISS.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an FHAT (Family Help Assessment Tool) is appropriate.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

7. How will the curriculum be matched to each child's needs?

The school aims to be proactive in removing barriers to learning. Strategies for this include (but are not limited to):

- Sensory Provision (inc. sensory breaks, access to a sensory space, sensory circuits)
- Social Communication Programmes, such as: Lego Therapy and Socially Speaking.
- Emotional Wellbeing and Mental Health Programmes, such as: Starving the Anxiety/Anger Gremlin, Drawing and Talking Therapy.
- Visuals, such as: timetables, Now and Next Boards, 3-2-1 transition prompts.
- Core Communication Boards / Visuals.
- Dyslexia Friendly Strategies.
- Use of computing technology to facilitate learning (e.g. laptop, iPad)
- Pre-Writing resources to support the development of writing skills (e.g. specially shaped pencils, writing wedges, fine motor exercises)
- Support from additional support staff (this may be on a one-to-one basis or in small groups used to facilitate same day intervention and/or pre-teaching).
- Speech and Language Intervention, such as: WellComm or following staff training from the Speech and Language Team.

The school increases and promotes access for disabled pupils to the school curriculum through the use of specialised equipment where necessary, and support from qualified staff. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This includes planning to make written information available to all pupils irrespective of their disability. This takes account of pupils' disabilities and preferred formats.

Teachers plan using pupils' progress/ achievement levels, adjusting tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and with the aim to improve their access to and engagement with the curriculum. These adaptations may include strategies suggested by the Special Educational Needs Coordinators (SENCo) and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as computing technology and/or additional adult support. All actions taken by the class teacher will be recorded and shared with parents.

8. How will parents know how their child is doing?

Attainments towards identified outcomes will be shared with parents at least every term through feedback regarding SEND reviews, but also through the school reporting system and Parents' Evening.

Gilmour Primary School operates a responsive policy and parents/carers are encouraged to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share.

The School SENCo co-ordinates drop-in sessions for parents who wish to discuss their children's needs, this may be with the SENCo themselves, or a school advocate / specialist agency.

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the **graduated approach** (Assess, Plan, Do and Review).



ASSESS: In assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least every term.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCo agree in collaboration with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear date for review. At Gilmour this may take the form of a SEND Support

Plan, FHAT (Family Help Assessment Tool) or EHCP (Education, Health and Care Plan), alongside specific outcomes set by outside agencies that we have agreed to work on.

DO: The School's SENCo (Miss Frain, Miss Jones) supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. Where interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and will work closely with teaching assistants/specialist staff to plan and assess the impact of support (and consider how they can be linked to classroom teaching).

REVIEW: Reviews are carried out on an agreed date. Some children have an EHCP which must be reviewed by the Local Authority in partnership with the school at least annually. Some children will have FHATs and SEND Support Plans which will need reviewing more regularly. These reviews are arranged at school and are part of the SENCo's role with support from the SLT. When we review we evaluate the impact and quality of the support and consider the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. The SENCo may also attend meetings offsite to support the transition process.

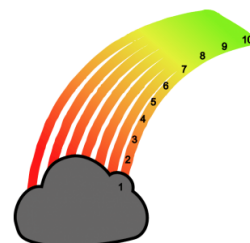
9. How will parents be helped to support their child's learning?

- The class teacher or SENCo is available throughout the year to answer questions and suggest strategies to help support your child's learning and/or social and emotional wellbeing.
- The school SENCO co-ordinates workshop or 'drop-in' sessions for parents to seek advice.
- Support can also be sought at review meetings, in which the SENCO will work on a series of outcomes for both the family and child and may suggest other agencies that can offer advice around learning strategies.
- The school signposts a number of parent workshops during the year. These are advertised on our website and in our letters/ texts to parents. They aim to provide useful opportunities for parents and carers to learn more about how to support children's needs.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.
- Please look at the school website. It can be found at <http://www.gilmourprimary.com> and includes links to school policies.

10. What support will there be for children's overall wellbeing?

The school offers a wide variety of pastoral support for pupils. This can include:

- small group evidence-led interventions to support pupil's well-being. These are delivered to targeted pupils or groups. These aim to support improved interaction skills, emotional resilience and well-being.
- the Mental Health Support Team, such as Seedlings.
- delivery of Drawing and Talking Therapy.
- delivery of intervention programmes, including 'Starving the Anxiety/Anger Gremlin.'
- daily check-ins using the ROAR Rainbow scale (The ROAR Response to Mental Health).
- REACT intervention sessions (a response to exploring thoughts, feelings and behaviours)
- Lego Club
- Lunch time 'Buddy Club'



11. Pupils with medical needs (Statutory duty under the Children and Families Act)

The Children and Families Act (2014) places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and Gilmour Primary School is committed to making reasonable adjustments where appropriate.

Where a child has a medical condition, it is the responsibility of the child's parents/carers to inform school. Parents must complete a **Medical Plan** with a designated member of staff trained in writing plans, in liaison with health professionals when appropriate. The plan will then be shared with all relevant staff who will receive training where necessary.

The School Nurse is available to see parents by appointment and works with the school SENCOs to ensure children with medical conditions are appropriately supported. This support is evolving from the School Nurse.

Where it is necessary to administer medication the school's First Aid and Medicines Policy will be adhered to.

12. What specialist services are available at the school?

Support Services used in Gilmour Primary School include but are not limited to:

- CAMHS (Child and Adolescent Mental Health Service), including Seedlings.
- Speech and Language Therapy Services through referrals

- SENISS
- OSSME

We work closely with the SEN Team at the Local Authority to ensure the correct transition and placement for children who have EHC Plans and need further support.

13. What training do the staff supporting children and young people with SEND undertake?

Training has been provided to key staff on:

- Intensive Interaction Therapy
- Attention Autism (approaches)
- Sensory Processing (inc. individual pupil support and sensory circuits)
- The ROAR Framework
- REACT (emotional wellbeing intervention programme)
- PIVATS 5
- Positive reinforcement and de-escalation techniques.
- Supporting children with ASD /Social Communication Difficulties.
- Lego Therapy
- Use of visuals (e.g. core communication boards, now-next boards, visual timetables)
- Precision Teaching
- Speech and Language programmes, including: Blank Levels Questions, Selective Mutism, speech sound pronunciation, WellComm.
- Positive Handling
- Comic Strip Conversations.

Awareness training has been provided to identified staff on:

- How to support pupils with literacy difficulties.
- How to support pupils on the autistic spectrum.
- How to support children with SpLD (specific, learning difficulties)
- How to support pupils with speech, language and communication difficulties.

Training for the SENCOs has included:

- Wellcomm
- Pathological Demand Avoidance (Delivered by SENISS as part of SEND Partnership)

- Use of Dyslexia and Dyscalculia Screening Tools (Delivered by SENISS as part of SEND Partnership)
- Attachment Theory (Emotional Based School Avoidance)
- Sensory Processing
- Lego Therapy
- Resilience
- SEND updates (attendance at termly briefings)
- Drawing and Talking Therapy
- Use/writing of social stories
- Use of comic strip conversations
- Neurodevelopmental Conditions
- ADHD
- The New Neurodevelopmental Pathway for ASD/ADHD

14. How will my child be included in activities outside the classroom including school trips?

Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENCo and Headteacher monitors the attendance of those with special educational needs and disabilities to ensure that there is good representative participation from these groups.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The schools ensure they have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15. How accessible is the school environment?

Following The Equality Act (2010) it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures;
- changes to physical features;
- changes to how learners are assessed;
- providing extra support and aids (such as specialist teachers or equipment)

Gilmour Primary School improve access to the physical environment of the school by ensuring all necessary areas are accessible to pupils (use of ramps), and that there is a wheelchair accessible toilet. The school's [accessibility plan](#) can be found on the school's website, subject to review.

The following adaptations have been made to the school environment:

- disabled parking spot marked and located next to the school reception;
- toilets have been adapted to ensure accessibility for those with a disability.
- a nurturing approach has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- a Therapy room has been allocated for children to receive 1:1 counselling sessions;
- A sensory environment has been created, with recommendation made by Outreach professionals.

16.How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- An introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary to Secondary:

- The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice. September of Year 6

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCoS of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred when the parents notify us that their child has been enrolled at another school.

Preparation for Adulthood:

- Gilmour Primary School prides itself on ensuring that independence and self-help skills are fostered throughout school. Part of the schools' vision includes the wording '*working to be tomorrow's adults*' and all children, including those with SEND are supported to develop their understanding of what that means.
- **We build resilience and independence** in learning through our use of soft starts, a teaching method which ensures all children have the opportunity to work independently during lessons.
- Through EHCP and FHAT meetings long term targets for children are set and discussions with regard to future education, independent living and wider participation in society can take place.

17. How are the school's resources allocated and matched to children's special educational needs?

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCoS along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in the SEND policy.

Gilmour Primary School allocates the SEN funding in the following ways:

- Learning Support Teachers;
- Training for all teachers and additional adults so that they can meet pupils' needs more effectively
- Specialist equipment (as appropriate);
- In class and withdrawal support from the SENCo and additional support staff;
- Access facilities to the main buildings of the school;
- Purchasing and maintenance of computing technologies and/or electronic equipment;

- Resources and staffing for the sensory spaces;
- Support for Consortia training;
- A range of specialist therapies including MHST (e.g. Seedlings) and access to additional support as required.
- Additional support from OSSME for observations and reports.

For those pupils with the most complex needs, the schools may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- targeted resources to increase access to text (desk copies of information, work buddy, accessible text, IT(e.g. Clicker 7 software, different recording strategies, additional time etc.)
- in class, adult support aimed at increasing skills in specific area of need (learning behaviours, organisation)
- out of class support (relationship building, social, emotional skill development)
- small group tuition to enable 'keep up' (subject or targeted at additional need)
- specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs
- provision of specialist resources or equipment (use of computing technology, sloping board, electronic versions of text)
- partnership working with other settings (e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments)
- access to targeted before/after school clubs (breakfast, clubs targeted at increasing resilience)
- access to support from in-school intervention e.g. 'Starving the Anxiety Gremlin.'
- implementation of strategies from support agencies e.g. Educational Psychologist, SENISS, Speech and Language Team.
- 1:1 additional adult support from designated Learning Support Assistant.

In addition:

The **Pupil Premium** funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject leader, SENCo or a member of the Senior Leadership Team.

18. How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHC Plan, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with an EHC Plan, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

19. How will I be involved in discussions about and planning for my child's education?

Parents will be involved through:

- discussions with the class teacher and/or SENCo informally or more formally during review meetings;
- Parents' Evening;
- meetings with external agencies;
- an open door policy that welcomes partnership working.

At Gilmour Primary School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

In continuing to review the Schools' Local offer parental consultation is crucial, and considered to be an ongoing process in which the school operates a responsive policy to encourage parents to communicate freely about their children's needs. There are also other systems to encourage communication, such as questionnaires and termly parent meetings with class teachers.

At all stages of the SEND graduated approach the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. The aim is this will assist in supporting pupils to reach their full potential.

Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

20. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher;
- The SENCOs - Miss Jones (Infant Department) Miss Frain (Junior Department)
- The Head teacher (Mr McDonald)
- The School Governor with responsibility for SEND.

21. Support services for parents of pupils with SEN include:

- The [Liverpool Family Information and SEND Directory](#) offers advice and support to parents and carers of all children and young people with SEND.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

22. Information on where the [Local Authority's Local Offer](#) can be found.

Last Reviewed: 19/09/2025

Glossary of SEND Terminology

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CI	Communication and Interaction
CL	Cognition and Learning
CP	Child Protection
DfE	Department for Education
EP	Educational Psychologist
EPS	Educational Psychology Service
EHCP	Education, Health and Care Plan
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impaired
IO	Inclusion Officer
LA	Local Authority
LEA	Local Educational Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OCD	Obsessive Compulsive Disorder

ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PDA	Pathological Demand Avoidance
PECS	Picture Exchange Communication System
PEP	Personal Education Plan
PMLD	Profound and Multiple Learning Disability
PT	Physiotherapists
SALT/SLT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SENISS	Special Educational Needs Inclusion Support Service
SLD	Severe Learning Difficulties
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulties
VI	Visual Impairment