



Special Educational Needs and Disabilities Acronym Overview for Parents

1. Additional Support

We will note any difficulty in your child's progress and monitor. Interventions will be put in place through small groups delivered by the class teacher, teaching assistant/ learning mentor or advisory teacher.

2. Learner Profile and Supporting me to Learn Plan

Where progress may be slow and monitoring suggests this, the teachers will write a Learner Profile. This will describe the child's needs and ways in which the child learns best/strengths and support needed. Following this if progress continues to be slow a supporting me to learn plan will be put into place and targets set for your child with theirs and your views in mind. This will be reviewed at the start of each term with parents. This allows the teacher and parent to discuss the amount of progress being made and what the next steps are.

3. My Support Plan (MSP)

A My Support Plan will only be issued in the event that your child is making very little progress and requires an Educational Health and Care Plan (previously known as a Statement of Special Needs). This will be decided in light of the progress your child has made and monitored by the SENCO. If this is the case then the SENCO and class teacher will discuss this step with you and begin the process which collects evidence and involves the appropriate external support agencies to set targets and outcomes for your child.

4. Educational Health and Care Plan (EHP)

From September 2014, 'Statements' have been replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

An Educational Health and Care Plan can only be issued by the panel of the Special Needs board (a team of professionals from the Local Authority), following the evidence and reports from the My Support Plan. The EHP is reviewed annually by the lead professional of the document which is usually the school SENCO. It is a legal document that all parties involved with your child must aim to fulfil in order to help your child meet the outcome set and agreed by all present at the meeting. This plan outlines all of a families concerns and aspirations for their child and the reports from external support agencies are held in this document which can be stored and updated annually. Copies are always sent to parents for their approval before school and external support agencies receive the final copy.

Additional acronyms

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

ASD: Autism Spectrum Disorder

CAMHS: Child and Adolescent Mental Health Services

FIM: Future in mind

CCG: Clinical Commissioning Groups

CIAT: Communication and Interaction Team (Rachel Carter)

ECLIPS: Extended Communication & Language Impairment Provision for Students

EP: Educational Psychologist (Sarwat Akbar)

ESCO: Early Support Care Co-ordination

EWO: Education Welfare Officer (Emma Johnson)

HAB: Habilitation Team

HI: Hearing Impairment

LA: Local Authority

LSS: Learning Support Services

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OT: Occupational Therapy/Therapist

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist (Bethany Gidman/Sophie Brodie)

SEMH: Social, Emotional and Mental Health Team (Karen Hopwood)

SEN: Special Educational Needs SEND Special Educational Needs and Disabilities

SENDCo: Special Educational Needs & Disabilities Co-ordinator (Miss A Chambers)

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

STAPS: Specialist Teacher and Psychology Service

STT: Specialist Teaching Team

TA: Teaching Assistant

WTT: Working Together Team (outreach)

VI: Visual Impairment