



Princeshorpe  
Schools

# SEND Information Report

## *September 2025*



# Key Questions

|  |   |
|--|---|
| <a href="#"><u>Who is the Special Educational Needs and Disabilities Co-Ordinator</u></a>  | <a href="#"><u>How does the school ensure pupils with SEND can access the school environment?</u></a>   |
| <a href="#"><u>What are the types of special educational needs the school supports?</u></a>  | <a href="#"><u>How does the school ensure pupils with SEND can access all of school activities?</u></a> |
| <a href="#"><u>How does the school identify and assess pupils?</u></a>   | <a href="#"><u>How are pupils transitioned into the school?</u></a>                                     |
| <a href="#"><u>What are the different stages of support?</u></a> <ul style="list-style-type: none"> <li>• <a href="#"><u>Universal</u></a></li> <li>• <a href="#"><u>Universal Plus</u></a></li> <li>• <a href="#"><u>Targeted</u></a></li> <li>• <a href="#"><u>Specialist</u></a></li> </ul> | <a href="#"><u>How are pupils transitioned to new settings?</u></a>                                     |
| <a href="#"><u>How is my child's provision reviewed?</u></a>   | <a href="#"><u>What training do staff receive?</u></a>  |
| <a href="#"><u>How does the school work with and involve parents?</u></a>  | <a href="#"><u>Where can I find support beyond school?</u></a>  |
| <a href="#"><u>How does the school work with and involve pupils?</u></a>   | <a href="#"><u>Who do I contact if there is a problem?</u></a>  |
| <a href="#"><u>What support does the school offer for emotional, social and mental development?</u></a>  | <a href="#"><u>Glossary A – P</u></a>   |
| <a href="#"><u>Who do I contact for support for my child's mental health and wellbeing?</u></a>  | <a href="#"><u>Glossary P - Z</u></a>   |

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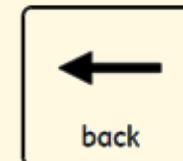
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# Welcome to Princethorpe



**Miss Mills**  
**SENDCo**

Hello, my name is Miss Mills and I am the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) at Princethorpe Schools. I work with children, teachers, parents/carers and external agencies to ensure that the needs of our pupils are met so that they can achieve their best possible outcomes. If you have a concern about your child, I would welcome you to come and speak to me, your child's class teacher or our Pastoral Leads, Mrs Allen and Miss Clements.

As part of drb Ignite Multi-Academy Trust (MAT), we work in close collaboration with our other Trust schools. This includes developing policies and practices, creating provision for pupils and supporting with statutory SEND processes. This collaborative alignment means that on occasions SENDCos are able support within other schools across the Trust, where necessary.



0121 475 1083



[enquiry@princethorpe.drbignitemat.org](mailto:enquiry@princethorpe.drbignitemat.org)



[Princethorpe Schools – Proud members of drb Ignite MAT](#)

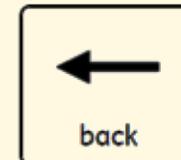
For more information on how we support children with Special Educational Needs, you can view our SEND Policy: [Special-Eductaional-Needs-and-Disabilities-SEND-Policy.pdf \(drbignitemat.org\)](#)

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# Special Educational Needs (SEN)

At Princethorpe we are a highly inclusive; we provide support for children with a wide range of additional needs.

**These needs will be categorised under the SEND Code of Practice 2015 areas of need:**

|  |  |   |   |
|--|--|---|---|
| <p>Communication &amp; Interaction (C&amp;I)</p>  | <p>Cognition &amp; Learning (C&amp;L)</p>  | <p>Social, Emotional &amp; Mental Health (SEMH)</p>  | <p>Physical &amp; Sensory (P&amp;S)</p>  |
| <p>Autism<br/>Speech, Language and Communication Difficulties<br/>Developmental Language Disorder (DLD)</p>                        | <p>Dyslexia<br/>Dyscalculia<br/>Dyspraxia<br/>Moderate Learning Difficulties</p>   | <p>Attention Deficit Hyperactivity Disorder (ADHD)<br/>Social, Emotional and Mental Health Difficulties (SEMH)</p>                      | <p>Dyspraxia<br/>Visual Stress<br/>Hearing Impairment<br/>Visual Impairment</p>   |

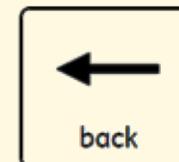
Please note that this list is not exhaustive and also includes supporting pupils with a range of medical needs.

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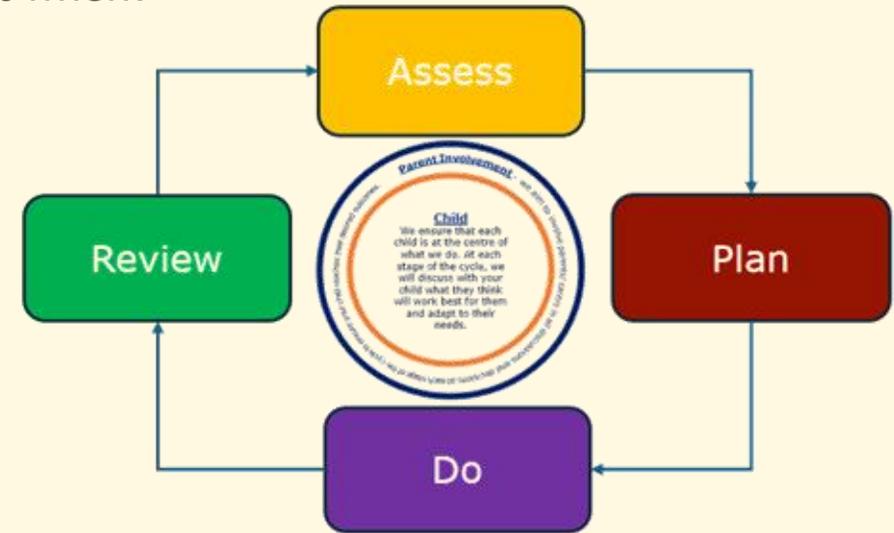




# Identification and Assessment of SEN

At Princethorpe, we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs. We know and identify children who require extra support when:

- Concerns are raised by parents/carers
- A pupil voices their concerns and/or asks for help
- Teachers raise a concern to our SENDCo team through the SEND Referral Forms
- Analysis of pupil progress data indicates a potential concern about progress or wellbeing
- Information from the previous school or setting
- Information shared by the Local Authority or outside agency



When a concern is raised Miss Mills will work alongside staff, parents and the pupil to understand the barriers and identify strategies for support. Our SEND referral pathway sets out this process, outlining a graduated response as part of the Assess, Plan, Do, Review (APDR) cycle.

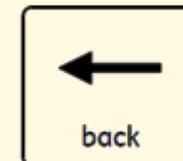
We have a range of assessment tools that we used to track the progress of pupils. These are also used to identify barriers to learning and inform adaptations to provision.

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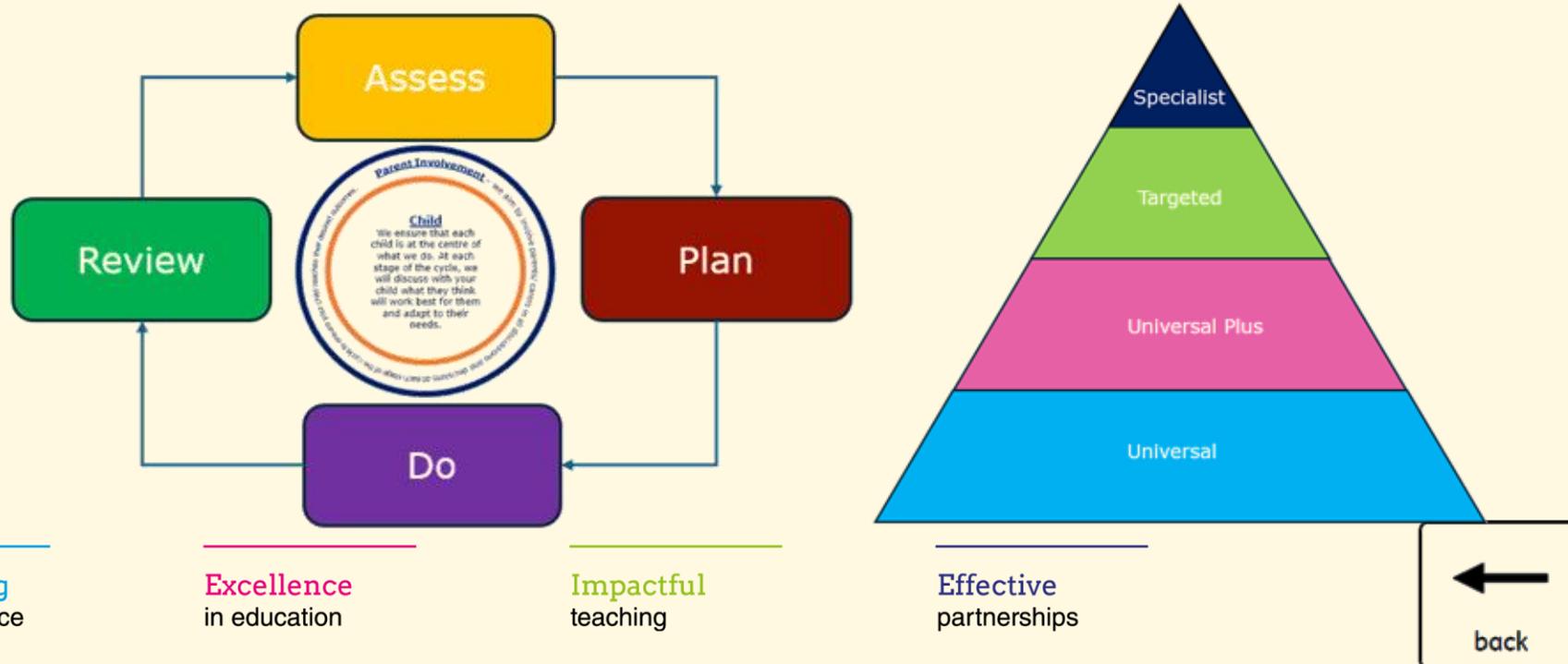




# The Graduated Approach

At Princethorpe, we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

A four-part cycle, known as the graduated response is used to support with the identification of pupils with SEND. This consists of an assess, plan, do review (APDR) cycle and starts at whole-school level with teachers monitoring the progress of the all pupils in their class. We are then able to identify the type of support a pupil may require. We refer to the different stages of support as **Universal**, **Universal Plus**, **Targeted** and **Specialist**.





# Special Educational Needs (SEN)

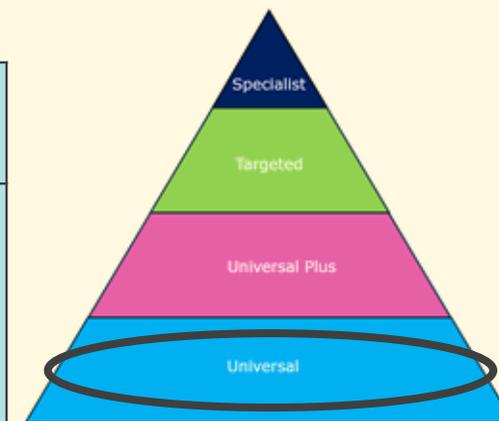
## Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through adaptive high-quality teaching so that all children can access learning.

All teachers are able to make creative adaptations to classroom practice, enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of quality first teaching through whole class teaching.

**Some examples of the quality first teaching strategies used include:**

| Visual Supports   | Scaffolding  | Adapted pencils  | Coloured overlays  | Word banks   | Manipulatives  |
|---|--|--|--|--|--|
|  |  |  |  |  |  |

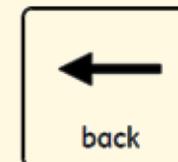


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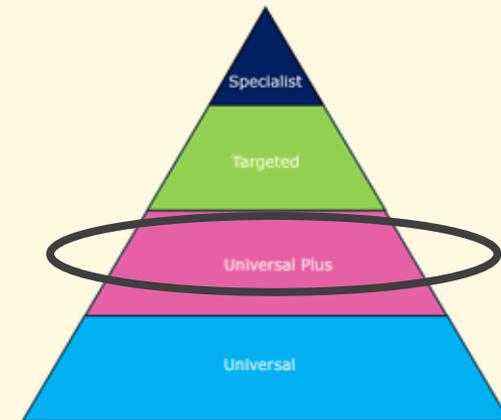


## Universal Plus

At Princethorpe, we recognise that some children require more support than the **Universal level** of support in order to make progress. This may mean that their provision requires additional support/interventions due to little or slowed progress. At this stage, your child may receive more intensive support that is different and in addition to what is provided as part of the school's usual adapted curriculum offer and will be receiving SEN Support.

### **Some of these interventions/ additional support mechanisms may include:**

- Daily 1:1 Reading
- WellComm (Speech and Language Intervention)
- Phonics
- Fine and gross motor skill development
- Wellbeing check-ins



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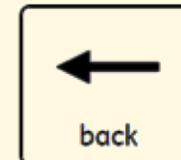
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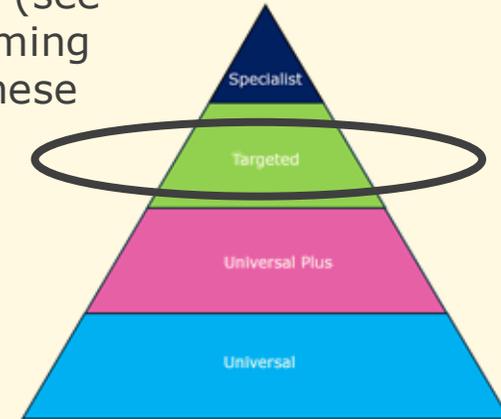
## Targeted

For some pupils, the next level of support required could be through the targeted approach. This may be identified when your child's class teacher or the SENDCo feels that the child isn't making enough progress. This may mean that the school decides to bring in external agency support (see [slide 10](#)) and can include implementing small group interventions to support pupils in overcoming barriers. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Target Plan (ITP) detailing the required additional support.

### **Some examples of these types of interventions include:**

- Precision Teaching
- Speech and Language Interventions
- Sensory Circuits
- Social Skills Interventions

These plans are reviewed as part of our parent consultation meetings, where we gain parent, pupil and staff views as well as reviewing what is working well and what may need to change.



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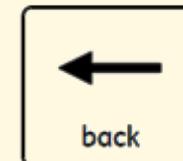
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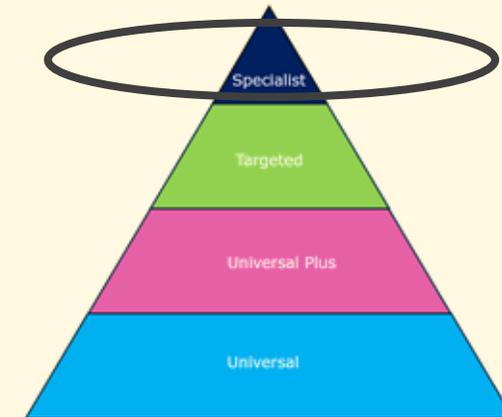


## Specialist

Some of our children's needs are so individualised that they require the skills, guidance and intervention of a specialist external professional. The external agencies we work with can support the school in identifying specific strategies and provision to put in place within the classroom and school, as well as directly provide interventions when necessary. Some children may require a highly personalised provision which is monitored by the school and external agency which may include a request for a statutory assessment for an Education, Health and Care Plan (EHCP).

### Examples of the external agencies we work with include:

| Communication & Interaction (C&I)  | Cognition & Learning (C&L)  | Social, Emotional & Mental Health (SEMH)                                  | Physical & Sensory (P&S)   |
|--|---|---|--|
| Communication and Autism Team (CAT)<br>Educational Psychology Service (EP)<br>Speech and Language Therapy (SALT) | Pupil and School Support Team (PSS)<br>Educational Psychology Services (EP) | Educational Psychology Services (EP)<br>City of Birmingham Schools (COBS) | Physical Difficulties Support Service (PDSS)<br>Educational Psychology Services (EP)<br>Hearing Impairment Sensory Support (HISS)<br>Vision Impairment Sensory Support (VISS)<br>Occupational Therapy (OT) |

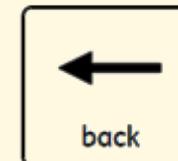


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# Reviewing and Evaluating Provision

At Princethorpe, we ensure there is appropriate provision for all pupils with special educational needs including those pupils identified as SEN Support and those with a School Support Provision Plan (SSPP) or Education, Health and Care Plan (EHCP).

Provision is evaluated termly, tracked through the school's provision map. This document identifies the interventions that each child is receiving, the targeted outcomes and monitors the progress towards meeting the outcomes.

All children on the SEND register will have their support reviewed 3 times a year to identify progress towards outcomes and where appropriate new targets to be created. This will also provide an opportunity to discuss the support and strategies being used and make updates and amendments. This will be completed in collaboration with parents and the children's views will also be taken into account in terms of their thoughts about learning and how they feel about school.

For pupils with an EHCP, in line with statutory guidance, an annual review will be held to review the progress towards the outcomes outlined and the provision. In some cases, an emergency annual review may be held prior to the identified annual review date.

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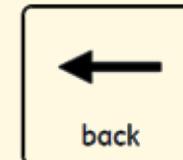
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# Parent Voice

We believe that Parent/Carer-School partnership is key to supporting the needs of our pupils. Parents/Carers know their children best and therefore, we ensure we are available to listen and understand when Parent's/Carers express concerns about their child's development.

You will be able to discuss your child's progress and learning with the class teacher at Parent Consultation meetings.

Class teachers are regularly at the classroom door at the end of the day if you wish to raise a concern. Appointments can be made at our School Office to speak in greater detail to the class teacher, our SENDCo Miss Mills, Head of School, Mrs Hart and our Executive Headteacher Mr Rothwell.

We will ensure we share current Individual Target Plans (ITPs) and provisions with parents. Parents of children with an ITP will be given a copy to ensure collaboration between home and school.

If your child has an EHCP, or if a statutory assessment for an EHCP is requested, parental view about the provision and outcomes will be discussed through meetings with the SENDCo.

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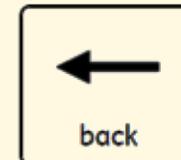
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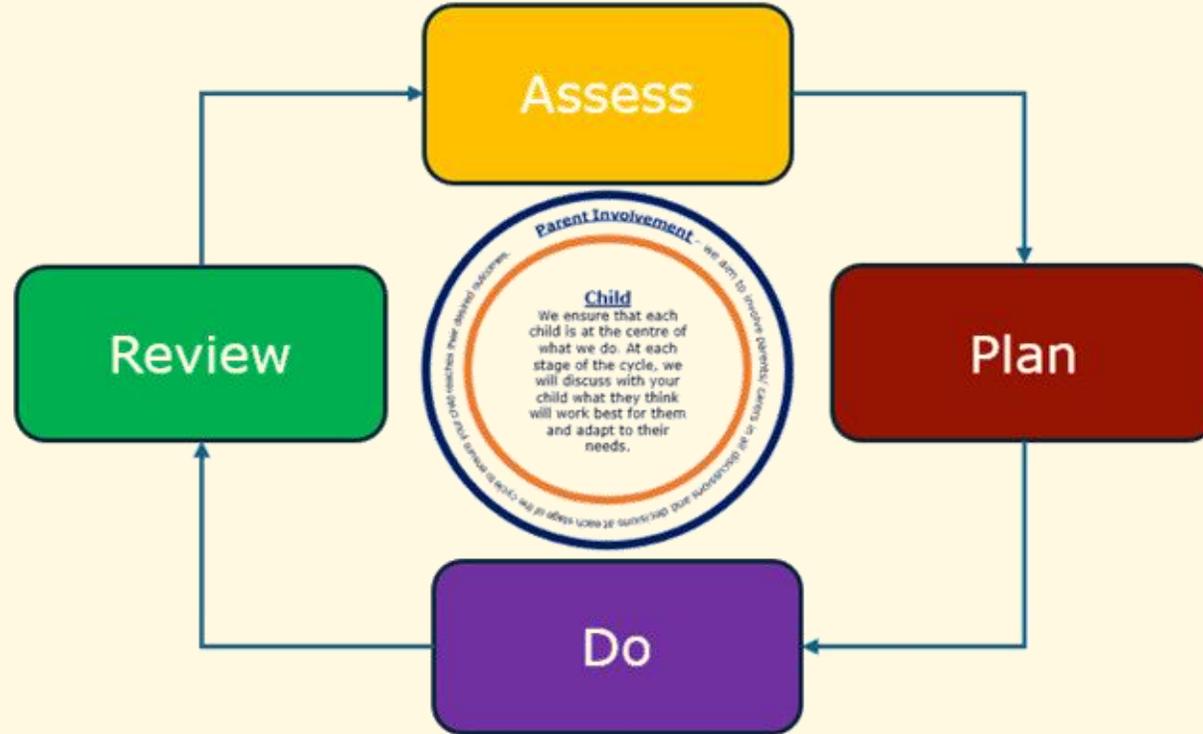
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Pupil voice is of high importance. Pupils are given the opportunity to reflect on their learning and how they are supported and identify the provisions that help them alongside their ITP reviews. Pupils are encouraged to take ownership over their learning and evaluate their progress towards their targets.

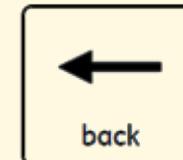
If a pupil has an EHCP, or if a statutory assessment for an EHCP is requested, the pupil's views about what helps them and what they think is working well will be gathered by the SENDCo.

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# Mental Health and Wellbeing (Pastoral) Support

At Princethorpe, we understand the importance of emotional health and how this can impact our pupils' learning and the behaviours that they may demonstrate.

We offer a range of Pastoral and Social Skills-based interventions to support children who find social situations difficult and promote positive wellbeing.

| Zones of Regulation   | On-site children's counsellor   | Social Skills Groups   | Nurture Groups  |
|---|---|--|---|
| <p>We use the Zones of Regulation as a tool to support children in understanding and managing their emotions.</p>  | <p>We provide 1:1 counselling sessions for children to help them to understand their feelings and to teach them healthy coping skills to deal with emotional challenges such as stress, anger and anxiety.</p>  | <p>We run social skills groups across the school to support children who find social situations difficult.</p>  | <p>We provide nurture-based interventions to support pupils' social and emotional development such as play therapy and art therapy.</p>  |

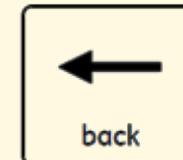
Where needed we also work with the Special School Outreach Support (SSOS), who provide support for pupils who have difficulty in managing their behaviour. When appropriate we can also make a referral to Forward Thinking Birmingham (Children and Adolescent Mental Health Services (CAMHS)).

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# Mental Health and Wellbeing Support

Our school provides additional assistance to children who need support with understanding and managing their behaviour. All measures are taken to prevent bullying; open lines of communication ensure that we can prevent bullying behaviour as all learners' voices and views are valued and heard.

At Princethorpe, we have clear policies on bullying, please refer to:

- Trust Behaviour Policy: [Behaviour Policy](#)
- Trust Anti-Bullying Policy: [Anti-Bullying Policy](#)

[.pdf \(drbignitemat.org\)](#)

Our Pastoral team work with pupils and families to support their emotional, health and well-being.



Mr Rothwell  
Executive  
Headteacher  
Mental Health  
Lead  
DSL



Miss Williams  
Head of Junior  
School  
Deputy DSL



Miss Clements  
Pastoral Lead  
DSL



Mrs Allen  
Pastoral Lead  
DSL



Miss Mills  
SENDCo  
DSL



Mrs Myers  
EYFS Lead  
DSL

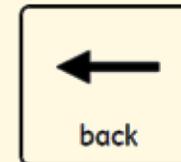
Our SENDCo works closely with the Designated Teacher for Children in Care, Miss Williams, to ensure support is coordinated and meets the needs of the pupil, if they have identified special educational needs.

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# Accessibility

Princethorpe Schools are 2-form entry. We have the following adaptations to ensure that our school is accessible to all:

- Corridors accessible to all
- Building site accessible to all
- Safe space for administering medication (Medical room)
- Disabled toilets
- Learning environments are audited to meet sensory needs

We work closely with our Trust's Estate Team to review the accessibility arrangement within our school's site.

Where necessary, reasonable adjustments are made to ensure that all pupils can access school trips and outdoor activities. For example, when required, we hire coaches with a tail lift that will lift a wheelchair on-board.

For further information please refer to:

- Trust Accessibility Plan: [Accessibility Plan](#)
- School Accessibility Plan: [School Accessibility Plan](#)

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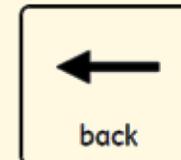
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# Extra-Curricular Activities

As an inclusive school, Princethorpe will always strive to ensure that children with additional needs are able to partake in every part of our curriculum offer. This includes educational visits, enrichment activities, social events and after school clubs.

Our risk assessments are inclusive of children with SEND and reasonable adjustments are made accordingly to ensure access to extra-curricular activities, should this be required.

We work closely with parents/carers and external agencies regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

If you have any questions, please contact our SENDCo (see [slide 3](#)).

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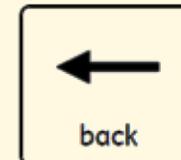
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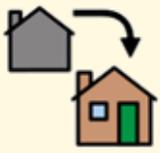
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# Transition

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

- Meetings between members of staff so that key information about individual children can be shared.
- Where appropriate, additional transition plans can be put in place for pupils. This may be through the use of a transition book or a social story, detailing their new classroom teacher with photographs to take home.
- Sharing of relevant paperwork to ensure provision can be continued from one setting to the next.

## On entry:

- If your child is starting at Princethorpe, we liaise with the nursery school/ current school setting to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies who might have been involved in supporting your child.
- Parents/ carers will have the opportunity to visit the school. For children starting in Reception, this will involve an Early Years Foundation Stage (EYFS) Induction Meeting, where you will be provided with a range of information to enable you to settle your child into their first school routine.
- The SENDCo will meet with all new parents/ carers of pupils who are known to have SEND.
- Previous school records will be requested immediately.

Please refer to our Admissions Policy for more information: [Admissions-Policy.pdf \(drbignitemat.org\)](https://www.drbignitemat.org/Admissions-Policy.pdf)

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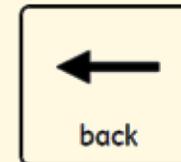
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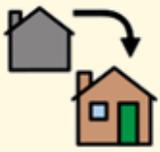
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# Transition

## Secondary transition:

We have a transition programme in place that provides a number of opportunities for pupils and parents to meet with staff in their new school. These opportunities are further enhanced for pupils with SEND through a person-centered approach. This might include 'moving on' photo books, additional visits and/ or one-page profiles.

For pupils with an Education Health Care Plan (EHCP), the transition process will begin at the Year Five annual review, where we will support parents to make decisions regarding secondary school choice. Here, we can involve external agencies, as appropriate, to ensure information provided is comprehensive and accessible.

Miss Mills will arrange to meet with the secondary school SENDCos in the Summer Term (prior to transition) to discuss the needs of pupils with SEND and ensure a smooth transition.

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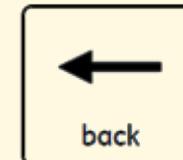
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# Training

At Princethorpe, we provide training opportunities to ensure all staff feel confident and knowledgeable in supporting children’s needs.

We hold regular in-house training opportunities as well as accessing training delivered by specialists. Our recent training offer has included:

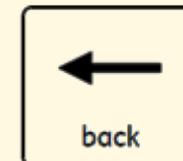
| Training   | Provider                           |
|--|------------------------------------|
| Emotion Coaching and Attachment Awareness                              | Educational Psychology Service     |
| Colourful Semantics in Writing   | 'in house' - SENDCo                |
| Postive Handling Training  | Postive Handling Training Company  |
| Positive Behaviour Management  | 'in house' - Assistant Headteacher |
| Precision Teaching   | Pupil and School Support           |
| Visual Impairments   | Visual Impairment Service          |
| Autism Awareness   | Communication and Autism Team      |
| Continuums in Reading, Writing and Maths                               | 'in house' – SENDCo                |
| SEND Code of Practice: The Graduated Response & the Four Areas of Need | 'in house' – SENDCo                |
| TIASS Training   | Educational Psychology Service     |
| Zones of Regulation  | 'in house' Deputy Head             |
| WIDGET   | 'in house' – SENDCo                |

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# Information: Support Services

## Parent Link Service:

Birmingham's SEND Parent Link contact service will listen to queries and concerns and signpost you to the relevant professional to help you with your child's needs.

0121 303 8461 – is available for you to call from 9am to 5pm, Monday to Friday.  
Email: [Parentlinkservice@birmingham.gov.uk](mailto:Parentlinkservice@birmingham.gov.uk)

## Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND.

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

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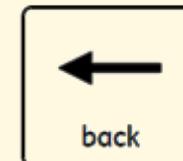
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# Information: The Local Offer

As a school, we work in close collaboration with Birmingham Local Authority to ensure that children and young people with Special Educational Needs and Disabilities (SEND) receive the appropriate support to thrive. This collaboration involves regular communication and joint planning to assess individual needs, develop and review Education, Health and Care Plans (EHCPs), and coordinate access to specialist services.

Over the last academic year, we have contributed to the piloting of the Ordinarily Available Guidance, designed to help education practitioners in all settings identify, plan for and meet the needs of children and young people who may require targeted support or interventions that can be provided from the resources that are 'ordinarily' available within the setting. A copy of this guidance can be found here: [Ordinarily-Available-Guidance.pdf](#)

The SEND Local Offer is a single place for information, services, support and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, parent and carers.

[Local Offer Birmingham | SEND Advice, support and Information](#)

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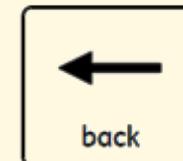
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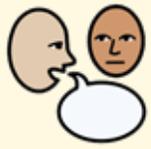
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# Support & Complaints

If you have any concerns about your child or the support they are receiving, in the first instance please contact the SENDCo Team on:

 Tel: 0121 475 1083

Email: [enquiry@Princethorpe.drbignitemat.org](mailto:enquiry@Princethorpe.drbignitemat.org)

If your issue remains unresolved, please refer to our Complaints Policy: [Complaints-Policy.pdf \(drbignitemat.org\)](#)

If your child has or is going through the process to have an Education Health Care Plan (EHCP) you can also contact:

## **Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):**

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

## **SENAR**

Parents can talk to their child's Birmingham City Council SENAR case worker directly in office hours:

## [SENAR - Local Offer Birmingham](#)

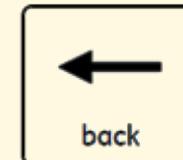
### [Advice and Support | Local Offer Birmingham](#)

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# Glossary of Acronyms and Abbreviations

|                |   |                |   |
|----------------|---|----------------|---|
| <b>ADD</b>     | <b>Attention Deficit Disorder</b>                   | <b>ePEP</b>    | <b>Electronic Personal Education Plan (Specifically for LAC/ CIC)</b> |
| <b>ADHD</b>    | <b>Attention Deficit and Hyperactivity Disorder</b> | <b>EP</b>      | <b>Educational Psychologist</b>                                       |
| <b>AP</b>      | <b>Alternative Provision</b>                        | <b>FASD</b>    | <b>Foetal Alcohol Spectrum Disorder</b>                               |
| <b>APDR</b>    | <b>Assess, Plan, Do, Review</b>                     | <b>FSW</b>     | <b>Family Support Worker</b>  |
| <b>AR</b>      | <b>Annual Review</b>                                | <b>GAD</b>     | <b>Generalised Anxiety Disorder</b>                                   |
| <b>ASD/C</b>   | <b>Autism Spectrum Disorder/ Condition</b>          | <b>HI</b>      | <b>Hearing Impairment</b>   |
| <b>CAT</b>     | <b>Communication and Autism Team</b>                | <b>HIS</b>     | <b>Hearing Impairment Service</b>                                     |
| <b>CIC</b>     | <b>Child in Care</b>                                | <b>HNF</b>     | <b>High Needs Funding</b>   |
| <b>CIN</b>     | <b>Child in Need</b>                                | <b>IHCP</b>    | <b>Individual Health and Care Plan</b>                                |
| <b>C&amp;I</b> | <b>Communication and Interaction</b>                | <b>ITP</b>     | <b>Individual Target Plan</b>   |
| <b>C&amp;L</b> | <b>Cognition and Learning</b>                       | <b>LA</b>      | <b>Local Authority</b>  |
| <b>COP</b>     | <b>Code of Practice (SEND CoP, 2015)</b>            | <b>LAC</b>     | <b>Looked After Child</b>   |
| <b>COBS</b>    | <b>City of Birmingham Schools</b>                   | <b>MLD</b>     | <b>Moderate Learning Difficulty</b>                                   |
| <b>CP</b>      | <b>Child Protection</b>                             | <b>OAG</b>     | <b>Ordinarily Available Guidance</b>                                  |
| <b>CYP</b>     | <b>Child and Young Person</b>                       | <b>OCD</b>     | <b>Obsessive Compulsive Disorder</b>                                  |
| <b>EHCP</b>    | <b>Education Health Care Plan</b>                   | <b>ODD</b>     | <b>Oppositional Defiant Disorder</b>                                  |
| <b>EHCPNA</b>  | <b>Education Health Care Plan Needs Assessment</b>  | <b>OT</b>      | <b>Occupational Therapy / Therapist</b>                               |
| <b>EHA</b>     | <b>Early Help Assessment</b>                        | <b>P&amp;S</b> | <b>Physical &amp; Sensory</b>   |
| <b>EYFS</b>    | <b>Early Years Foundation Stage</b>                 | <b>PDA</b>     | <b>Pathological Demand Avoidance</b>                                  |

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# Glossary of Acronyms and Abbreviations

|              |  |               |  |
|--------------|--|---------------|--|
| <b>PDSS</b>  | <b>Physical Disability Student Support</b>                     | <b>SEND</b>   | <b>Special Educational Needs and Disabilities</b>              |
| <b>PEEP</b>  | <b>Personal Emergency Evacuation Plan</b>                      | <b>SENDCo</b> | <b>Special Educational Needs and Disabilities Co-ordinator</b> |
| <b>PMLD</b>  | <b>Profound and Multiple Learning Difficulties</b>             | <b>SSPP</b>   | <b>SEND Support Provision Plan</b>                             |
| <b>PP</b>    | <b>Pupil Premium</b>   | <b>SLCN</b>   | <b>Speech Language Communication Needs</b>                     |
| <b>PSS</b>   | <b>Pupil Support Services</b>                                  | <b>SLD</b>    | <b>Severe Learning Difficulty</b>                              |
| <b>PTSD</b>  | <b>Post Traumatic Stress Disorder</b>                          | <b>SpLD</b>   | <b>Specific Learning Difficulty</b>                            |
| <b>SALT</b>  | <b>Speech and Language Therapy / Therapist</b>                 | <b>TAC</b>    | <b>Team Around the Child</b>                                   |
| <b>SDQ</b>   | <b>Strengths and Difficulties Questionnaire</b>                | <b>TAF</b>    | <b>Team Around the Family</b>                                  |
| <b>SEMH</b>  | <b>Social, Emotional and Mental Health</b>                     | <b>VI</b>     | <b>Visual Impairment</b>                                       |
| <b>SENAR</b> | <b>Special Educational Needs Assessment and Review Service</b> | <b>VIS</b>    | <b>Visual Impairment Service</b>                               |

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