

SEND

Information

Report

2025 - 2026



**Parrs Wood High School
and Sixth Form**



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1.Range of SEND needs

Parrs Wood High School and Sixth Form provide additional support for students with a wide range of Special Educational Needs and Disabilities (SEND), including:

- Communication and Interaction Needs – such as Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN)
- Cognition and Learning Needs – including Dyslexia, Dyspraxia, and other learning difficulties
- Social, Emotional and Mental Health (SEMH) Needs – such as Attention Deficit Hyperactivity Disorder (ADHD) and related challenges
- Sensory and/or Physical Needs – including visual and hearing impairments, sensory processing difficulties, and medical conditions such as epilepsy
- Moderate Learning Difficulties (MLD)

Parrs Wood High School and Sixth Form recognises that some students may experience more than one type of additional need, and provision is tailored accordingly to ensure individual support.

2.Identifying and Monitoring Special Educational Needs at Parrs Wood High School and Sixth Form

Parrs Wood High School and Sixth Form has robust systems in place to identify and monitor the progress of all students, ensuring that those with Special Educational Needs and Disabilities (SEND) receive the support they need to thrive. Through the SEND Referral system and the Graduated Approach, we identify students whose needs fall into one or more of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We recognise that some students may experience difficulties in more than one area.

How We Identify SEND

Students may be identified as having SEND through a combination of the following:

- Liaison with primary schools (SENDCo or Year 6 lead)
- Performance significantly below age-related expectations
- Concerns raised by parents/carers
- Concerns raised by teaching staff, for example where behaviour or self-esteem is impacting learning
- Liaison with external professionals (e.g. speech and language therapists, health professionals)
- Existing Education, Health and Care Plans (EHCPs), where needs have already been formally identified through a statutory assessment process

The Graduated Approach to SEND Support

We follow the Graduated Approach, as set out in the SEND Code of Practice (2015), which involves the cycle of Assess – Plan – Do – Review:

1. Initial Monitoring
Teachers monitor student progress in class and communicate with parents/carers regarding how their child is accessing the curriculum.
2. Adaptive Teaching and In-Class Support
If concerns persist, teachers implement adaptive teaching strategies and provide scaffolded learning to support access to the curriculum. Parents are informed of the support being provided through parent evenings, reports, emails, or phone calls.
3. Referral to Inclusion Team
If further support is needed, a SEND Referral Form is completed. The Inclusion Team discusses referrals in regular team meetings. Observations may be carried out, and strategies are shared with staff via a personalised 'About Me' profile, which outlines the student's strengths, needs, and support strategies.
4. Ongoing Monitoring and Strategy Development
The Inclusion Team, with teaching staff and Heads of Learning continue to monitor progress and work collaboratively with staff to develop a bank of personalised strategies, in line with the Manchester Inclusion Strategy.
5. Targeted Intervention
Where appropriate, targeted interventions are introduced. These may include:
 - Personalised teaching adaptations
 - Interventions such as LEGO Therapy or Sensory Circuits

- Access arrangements for assessments
 - Early Help Assessments (EHA) and family support planning
- A digital record of support and provision is maintained on OneNote.

6. Involvement of External Professionals

If needed, the Inclusion Team liaises with external specialists, such as:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists

Recommendations are then used to further inform provision.

7. Specialist Assessment

With parental consent, students may be assessed by external professionals to gain a deeper understanding of their needs and to determine the most effective support.

8. Education, Health and Care Plan (EHCP)

If a student's needs are long-term, significant, and require a high level of support, the school may apply for an EHCP, in collaboration with parents, the Local Authority, and supporting professionals. This statutory plan outlines the student's needs and the provision required to meet them.

This structured process ensures that all students receive timely, appropriate, and effective support, enabling them to achieve their potential. (Please see Appendix)

3. Parental communication and involvement

At Parrs Wood High School and Sixth Form, we recognise the importance of strong partnerships with parents and carers in supporting students with SEND.

- **Contacting the Inclusion Team**
Parents can contact the Inclusion Team directly via email at sendco@pwhs.co.uk

From there, a phone call or meeting can be arranged at a mutually convenient time to discuss any concerns.
- **Appointments with Staff**
Parents are welcome to arrange conversations with class teachers, Heads of Learning, or members of the Senior Leadership Team. Meetings can be held over the phone or in person and scheduled at a time that works for everyone involved.
- **Open Evenings and Drop-In Sessions**
Throughout the academic year, the school hosts open evenings and drop-in

sessions. These are valuable opportunities for parents to review their child's progress, discuss support strategies, and help set new targets.

- **Parent Involvement and Feedback**
Parents play an active role in the school community, including as members of the Governing Body. We actively seek parental views and welcome their involvement in shaping the support for their child. Notes from face-to-face meetings are shared with parents to ensure transparency and shared understanding.
- **Annual Reviews**
For students with an Education, Health and Care Plan (EHCP), formal annual review meetings are held in line with statutory requirements. These involve parents, school staff, and relevant professionals, ensuring the EHCP remains accurate and appropriate to the student's evolving needs.

4.School's resources allocated and matched to SEND

The SEND budget at Parrs Wood High School and Sixth Form is allocated on an annual basis in line with the financial year. Decisions about how this budget is used are made collaboratively by the Trustees, the CEO, the Headteacher, and the Governing Body, based on the specific needs of pupils within the school.

This funding is used to provide targeted support and resources to meet the needs of students with Special Educational Needs and Disabilities (SEND). This may include:

- Additional staffing and support in lessons
- Intervention programmes
- Access to external agencies and specialist services
- Staff training and development
- Specialist resources and equipment

Accessing Additional Funding:

Where a student's needs require support beyond what the school's notional SEND budget can provide, additional funding may be sought through an Education, Health and Care Plan (EHCP). This statutory process involves demonstrating that a higher level of support is needed and may include contributions from the school, local authority, health professionals, and parents.

Students with an EHCP receive additional funding from the Local Authority, which is used to help meet their identified needs, including provision of specific resources or tailored interventions.

Allocating and Monitoring Resources:

SEND resources are allocated based on individual pupil needs and identified barriers to learning. The impact of support and interventions is monitored and reviewed regularly, with adjustments made as needed to ensure effectiveness.

Parents and carers are kept informed about how support is provided and are involved in reviewing progress and provision.

5. Teaching and Learning

At Parrs Wood High School and Sixth Form, we are committed to ensuring that all students, including those with SEND, receive high-quality teaching and the support they need to succeed.

Adaptive Teaching for All Learners:

In the first instance, all teachers deliver Adaptive Teaching strategies as part of quality-first teaching. This includes:

- Setting clear and purposeful learning outcomes
- Explicit teaching of key vocabulary
- Delivering engaging and interactive lessons using a variety of teaching styles
- Incorporating visual, kinaesthetic, and auditory learning techniques
- Using scaffolding to help students access the curriculum independently

These strategies are designed to support the learning of all students, including those with additional needs.

Staff Training and Professional Development:

All staff have received extensive training in SEND, with ongoing professional development scheduled throughout the academic year. SEND remains a priority in the School Improvement Plan, ensuring inclusive teaching remains at the heart of our practice.

We also work closely with external agencies and specialists to offer tailored interventions and develop effective solutions for learners who may be experiencing difficulties.

Monitoring and Intervention:

If a young person presents with challenges in learning, they are carefully monitored and supported using adaptive strategies. Where necessary, additional interventions may be delivered by:

- The student's classroom teacher
- A Learning Support Assistant (LSA)
- An external specialist or agency

Learning Support Assistants (LSAs):

LSAs play a key role in supporting students across the school. Their responsibilities include:

- 1:1 support for students with more significant needs
- Working with small groups to boost progress and develop skills
- Promoting independence, rather than dependence, by rotating support staff and encouraging students to develop resilience and self-management—an essential part of preparation for adulthood

Students are never assigned to a single adult throughout the school day, as we are committed to helping them build independence and confidence.

Reasonable Adjustments and Access Arrangements:

The school follows statutory guidance regarding 'reasonable adjustments' under the Disability Discrimination Act (1995) and the Equality Act (2010).

For students with sensory impairments or specific learning difficulties, we may apply for Access Arrangements during examinations. These can include:

- Use of enlarged text
- Extra time in exams
- A reader or scribe
- Use of a laptop

Requests for access arrangements must be supported by recent professional assessments (e.g. by a qualified Exam Access Arrangements Assessor) and are submitted by the Examinations Officer, in consultation with the Inclusion Team.

We also ensure that internal assessments use a variety of formats, not just formal written exams. This enables students with specific learning difficulties to demonstrate their understanding in different and accessible ways.

Working with External Agencies:

Parrs Wood High School works in close partnership with a range of external agencies, including:

- School Nurse
- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy

When additional assessment or family support is needed, a referral for an Early Help Assessment (EHA) may be made. Once external reports are received, their recommendations are added to the student's personalised 'About Me!' profile, which is shared with all relevant staff to inform planning and provision.

6.Supporting the Young Person in their learning

At Parrs Wood High School and Sixth Form, we are committed to ensuring that all young people can access a broad and balanced curriculum. We make a range of adaptations to support students with SEND, based on their individual needs.

Curriculum and Classroom Adaptations:

We adapt our teaching and curriculum delivery in the following ways:

- Scaffolding learning to make the curriculum accessible to all students, including through:
 - Strategic grouping
 - Support from Learning Support Assistants (LSAs)
 - 1:1 support where appropriate
 - Adjustments to teaching style and lesson content
- Adapting resources and staffing, for example:
 - Using additional staff in targeted areas
 - Providing tailored learning materials

- Using recommended aids and assistive tools, such as:
 - Chrome books
 - Coloured overlays
 - Dyslexia-friendly fonts and printed materials in larger fonts
- Implementing Adaptive Teaching strategies, including:
 - Allowing extended processing time
 - Pre-teaching of key vocabulary
 - Use of visual, verbal, and written instructions
 - Peer-to-peer collaboration
 - Applying a wide range of Quality First Teaching strategies to meet diverse learning needs

Pupil and Parent Voice:

We actively seek the views of both students and their families to inform our SEND provision:

- Pupil voice is gathered regularly through questionnaires and informal discussions across various subjects. This helps us understand how students feel about their learning and support.
- Parents and carers are valued partners in their child's education. We aim to build strong relationships and keep lines of communication open.
- The school also offers workshops and courses for families, such as:
 - Cooking sessions
 - Parenting support courses

These events help to strengthen home-school partnerships and provide additional resources for families.

Inclusive Communication and Strength-Based Approach:

We ensure that all parents and carers can access the information they need, using accessible formats and providing opportunities for discussion. Any changes to a young person's needs or provision are communicated clearly and openly.

We take a strengths-based approach, focusing not only on areas of additional need but also on each student's interests, abilities, and aspirations. This ensures that support is both personalised and empowering.

7. Education, Health and Care Plans

An Education, Health and Care (EHC) needs assessment can be requested by the school, health professionals, or parents/carers if it is believed that a young person requires support beyond what is available through the school's ordinarily available provision.

The request is considered by the Local Authority, who will decide whether a statutory assessment is needed. If agreed, a multi-disciplinary assessment is carried out, which may lead to the creation of an Education, Health and Care Plan (EHCP).

An EHCP is a legal document designed to outline the specific educational, health, and social care needs of the young person and to secure positive, long-term outcomes across all these areas.

Once in place, students with an EHCP are:

- Monitored through the school's existing progress tracking systems
- Supported through personalised interventions and provision as outlined in their plan
- Subject to an Annual Review, which is a formal meeting involving:
 - The student (where appropriate)
 - Parents/carers
 - School staff
 - Relevant external agencies and professionals involved in the student's care and support

The Annual Review ensures the EHCP remains appropriate, up to date, and aligned with the young person's changing needs and aspirations.

8. Support for the Young People's well-being

Parrs Wood High School and Sixth Form is committed to supporting the health, well-being, and inclusion of all students, including those with medical and mental health needs.

Medical Needs and Health Care Plans:

Students with complex medical needs have individual Health Care Plans, developed in collaboration with health professionals. These are overseen by the school's PDMC Team (Physical Disabilities and Medical Care), who follow guidance from:

- The School Nurse
- Hospital consultants

- Other healthcare professionals involved in the student's care

Where specific training is required (e.g. for administering medication or using medical equipment), the PDMC Team liaises with healthcare services to ensure staff are appropriately trained.

First aid-trained staff are available on a rota throughout the school day. In the event of a medical emergency, the school will:

- Immediately call 999
- Contact the student's parents/carers without delay

Specialist Support for Students with SEND:

We have a team of Specialist Support Staff and Learning Support Assistants (LSAs) who work across the school to support students with Education, Health and Care Plans (EHCPs) accessing mainstream lessons.

For students who may need time away from the mainstream classroom, we offer a designated safe space called G12. This room provides a calm and structured environment for short-term use, supporting regulation and re-engagement with learning when needed.

Social, Emotional and Mental Health (SEMH) Support:

Parrs Wood has a structured approach to addressing SEMH needs and is committed to promoting positive mental health across the school. Support includes:

- A team of trained Mental Health First Aiders
- Access to external mental health services such as:
 - 42nd Street
 - Upstream
- Referrals and interventions coordinated by the Inclusion Team where appropriate

Promoting Whole-School Well-being:

Mental health and well-being are embedded in the school's values, ethos, and culture. Staff deliver a PSHE curriculum (Personal, Social, Health Education) that promotes:

- Emotional literacy
- Resilience
- Positive coping strategies
- Respect for self and others

All staff are committed to modelling and promoting a school environment where well-being is prioritised and every student feels safe, supported, and valued.

9.Support for improving Social, Emotional and Mental Health development

At Parrs Wood High School and Sixth Form, we offer a range of tailored support to help our young people improve and manage their social, emotional and mental health (SEMH). Our aim is to ensure that all students feel safe, supported, and able to thrive both socially and academically.

Targeted SEMH Interventions:

We provide a variety of SEMH-focused interventions, including:

- 1:1 and small group mentoring
- Social stories to support emotional understanding and communication
- Outdoor skills and other therapeutic activities

These interventions are designed to help students develop confidence, self-regulation, emotional resilience, and positive relationships.

Inclusive School Community:

Students with SEND are actively encouraged and supported to take a full and meaningful part in the life of the school and Sixth Form. We promote inclusion across all aspects of school life, ensuring every student feels a sense of belonging. This includes school trips and other school events.

Opportunities for Social Development:

To support social interaction and the development of friendships, students with SEND are encouraged to participate in:

- Clubs and enrichment activities, designed to foster teamwork, creativity, and peer relationships
- G12, our quiet, nurturing space available at lunchtimes, where students can relax in a calm environment alongside a small group of peers. This space is particularly helpful for those who find busy social settings overwhelming.

10. Accessible school environment

Parrs Wood High School and Sixth Form recently underwent an audit conducted by Equality Act Audits (Hopfields, Farnham, Surrey, GU10 1PH). A full copy of the audit report is available upon request from L. Moore.

Following the audit, L. Moore and the site team have addressed the key recommendations to improve accessibility around the school site, including:

- Installing clear signage or instructions from Reception directing visitors to the accessible toilet
- Providing a seat with a high back and armrests in the Reception area for greater comfort and support
- Erecting signs at a height of 1 meter in front of parking bays to ensure visibility even during snowy conditions
- Adding information on the school website under the 'Contact Us' section detailing the location of disabled parking
- Placing a sign at the site entrance to clearly indicate where accessible parking spaces are located

Family Support:

The school employs a dedicated Family Liaison Officer who offers daily informal support and advice to parents and carers. Additionally, appointments can be made for more in-depth guidance on a wide range of issues affecting families. She also leads in Early Help support.

Exam Access Arrangements:

To ensure fairness for students with SEND, the school arranges Exam Access Arrangements where necessary. These accommodations help to prevent discrimination due to learning difficulties and may include:

- The use of a reader
- Access to ICT equipment
- Scheduled rest breaks
- Provision of an alternative room for taking exams

These arrangements are carefully considered, assessed, applied for and implemented to support the individual needs of the young person in line with JCQ regulations.

11.Inclusion

At Parrs Wood High School and Sixth Form, every young person is warmly welcomed and valued, regardless of gender, ethnicity, socio-economic background, or educational need. All students are encouraged to learn, contribute, and actively participate in every aspect of school life.

Students with SEND spend the majority—or all—of their time learning alongside their peers, except when their individual needs require alternative arrangements. The school promotes a culture of inclusion, highlighting the mutual benefits it brings, such as:

- Building meaningful friendships
- Fostering respect and understanding
- Appreciating individual differences
- Preparing students for life in a diverse and inclusive society

Inclusive Learning Environment:

Our classrooms are designed to be inclusive and supportive. Strategies to enhance accessibility and engagement include:

- Use of visual aids to support understanding
- Collaboration with specialist services such as the Manchester Sensory Support Service

Access to Specialist Support:

Students with SEND have access to a range of specialist services when appropriate, including:

- Educational Psychologists
- Counselling and mental health support
- Other external agencies providing tailored interventions

Personalised Support for Students with EHCPs:

For students with Education, Health and Care Plans (EHCPs), additional personalised support is available. This includes access to targeted interventions, safe spaces, and trusted adults who provide consistent support.

The Inclusion Team also prepares individualised documents (such as the “About Me” on Provision Map), specifically tailored to each student’s unique needs. These documents ensure that all adults working with the student use consistent strategies, language, and approaches to effectively support and overcome barriers to learning.

12. Transition - The Cradle to Career strategy

Parrs Wood High School and Sixth Form follows established guidelines for the transfer of records and information between primary and secondary schools to ensure smooth transitions for all students, especially those with additional needs.

Parrs Wood follows The "Cradle to Career" strategy, which refers to a comprehensive approach to education and community development aimed at supporting individuals from birth through adulthood, with a focus on improving lifelong outcomes, particularly in education and employment. The concept is based on the idea that creating strong, continuous support systems throughout a person's life—starting from early childhood and extending into post-secondary education and career—can help reduce inequality and create more opportunities for all individuals.

Primary to Secondary Transition:

- The school liaises closely with Year 6 teachers and SENDCos from primary schools to identify students who will require extra support. This information is gathered through face-to-face visits, telephone calls, and online meetings.
- Some students are invited to attend an additional SEND transition day to ease their move to secondary school. This is integrated within the wider transition programme provided to all incoming students.
- Liaison meetings with staff are held during the summer term before entry to discuss the needs of the new intake.
- Summer school is offered to all students to help form friendships and navigate the school building and build friendships.
- All Year 7 students undergo screening and assessment on entry as part of a whole-school approach to identify learning needs early.

Supporting Transitions Between Phases and Preparing for Adulthood:

- Information about students moving to new schools, colleges, or other settings is shared securely in accordance with GDPR guidelines.
- Year 11 students are encouraged to attend open days at Parrs Wood Sixth Form and local colleges, accompanied by parents/carers, to explore options and make informed choices.
- Parrs Wood hosts Sixth Form taster days to give students insight into post-16 education.
- Applications to colleges are supported by our dedicated Careers Advisor, Ms. J. Patrick.
- For students with EHCPs, we work closely with colleges and external agencies to ensure a thorough and well-planned transition.
- Our careers and university advisor, Mrs. Brotherton, supports Sixth Form students in planning the next stage of their education or career.
- Transition planning for adulthood is carefully coordinated between school staff and relevant external professionals to meet each student's individual needs.

Exam Access Provision:

Where appropriate, information regarding exam access arrangements is forwarded to colleges upon the written request of the student. Parrs Wood retains copies of these documents securely for reference but will destroy them once the student turns 25, in accordance with data protection laws and GDPR.

13.Keeping Young People safe

Risk assessments are completed for all off-site visits. They are completed by the lead teacher. Risk assessments are also completed for any on-site risk that is out of the ordinary or personal to an individual e.g. injury of a temporary nature that requires specific care.

Breaks are supervised by teachers and LSAs. A first aider is available. Lunches are supervised by senior leaders, leading staff and LSAs and a first aider is always available.

The legal required number of adults is always followed for school visits.

The school's Attendance, Behaviour and anti-bullying policies can be found on our website.

Risk assessments are completed for Young People who may need de-escalation strategies or adult interventions. These are to reduce anxieties, enabling Young People to remain calm and avoid potential crisis. If a Young Person reaches crisis point, with these plans all adults know how to react, respond and remain calm in those situations, enabling the Young Person to come from a heightened state to calm state.

All staff are trained in safeguarding procedures. The school uses CPOMs to alert the Safeguarding Team to any incidents or concerns. The Safeguarding team will then immediately action this.

14.Evaluating the effectiveness of SEND provision

We assess the effectiveness of our support for young people with Special Educational Needs and Disabilities (SEND) through a comprehensive and multi-faceted approach, which includes:

- **Analysis of Assessment and Progress Data:**
Regular reviews of academic performance and progress data to ensure that interventions are supporting individual learning needs.
- **Evaluation of Intervention Impact:**
Systematic evaluation of the effectiveness of targeted interventions to ensure they are meeting the specific needs of each young person.
- **Feedback from Parents, Carers, and Young People:**
Gathering input from parents, carers, and the young people themselves to ensure that their perspectives on progress and support are fully considered.

- **Parent/Carer Feedback in Meetings:**
Structured meetings with parents and carers to discuss progress, challenges, and next steps in the individual education plan.
- **Monitoring by the Inclusion Team:**
Ongoing monitoring by the Inclusion Team to ensure that provision is both effective and aligned with the needs of the young people.
- **Annual Reviews for Young People with EHCPs:**
Conducting thorough annual reviews for young people with Education, Health, and Care Plans (EHCPs) to assess progress, set new targets, and make adjustments as needed.

15. Staff training and expertise

The Director Of Faculty -Inclusion/SENDCo has over 15 years' experience in a SENDCo role in different areas of Manchester. She also spent many years as a Specialist SEND teacher working with Manchester Local Authority setting up a Resourced Provision. She attends regular Local Authority and Trust network meetings in order to be fully updated on local and national matters relating to SEND, delivers training to all staff, writes policies, works with external agencies, and has developed a strategic overview that fits in with the School Improvement Plan etc... She also works closely with the other Inclusion leads and SENDCos across the trust.

The SENDCo is supported by two Assistant SENDCOs - Miss Porteus and Miss Stoker. Miss Porteus oversees the KS3 (mainly Years 7 and 8), working on transition, holds annual reviews, parental meetings and supports individuals, as well as completing other Assistant SENDCo responsibilities. Miss Stoker oversees Exam Access Arrangements evidence gathering, organises and timetables Exam support, holds annual reviews, parental meetings and supporting individuals as well as other Assistant SENDCo responsibilities.

The Inclusion team is also supported by two specialist LSAs. Miss Britton oversees SpLD and Sensory support and Miss Hussain oversees Speech, Language and Communication Needs, working closely with our NHS Speech and Language Therapist.

Parrs Wood High School and Sixth Form has a dedicated team of Learning Support Assistants with a huge range of experience and expertise. Each LSAs is encouraged to manage an area of interventions (eg Lexia, Lego, SLCN, Sensory, SpLD, reading, Social Stories, outdoor skills, handwriting etc). The LSAs also attend training both in school and via external trainers eg first aid courses, Speech and Language training etc...

16.Complaints:

Complaints should be emailed to: admin@pwhs.co.uk in the first instance, then if necessary, the Head Teacher and finally if unresolved, the Governors. They will then be referred to Parrs Wood's Complaints Policy.

17.Contacts:

Email: admin@parrswood.manchester.sch.uk

Head teacher: Mr McElwee

Assistant Head teacher – Safeguarding and Inclusion: Miss Foster

Safeguarding: Mrs Gott and Mrs Mannion (Senior Designated Safeguarding Leads)

Director of Faculty – Inclusion and SENDCo: Miss Doherty

Manchester Local Authority Local offer:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

SENDIAS Parental Support: <https://www.iasmanchester.org/>

18.SEND Index of Acronyms

1. SEND & Education Terms

ADD	Attention Deficit Disorder – a condition that affects concentration and attention.
ADHD	Attention Deficit Hyperactivity Disorder – a condition with symptoms of inattentiveness, hyperactivity, and impulsiveness.
ASC	Autistic Spectrum Condition – differences in social communication and flexibility of thought.
EHCP / EHCP	Education, Health and Care Plan – a legal document that outlines a child's additional needs and the support they require.
SEND / SEN	Special Educational Needs and/or Disabilities – when a child has learning needs or disabilities that require special support.
SENDCo	Special Educational Needs and Disabilities Coordinator – the teacher responsible for overseeing SEND provision in school.
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service – free, impartial advice for parents and carers.
QFT	Quality First Teaching – high-quality teaching that meets the needs of all learners, including those with SEND.
SMART Targets	Specific, Measurable, Achievable, Realistic, and Time-bound goals for learning and development.
GLD	General Learning Difficulties – challenges in acquiring basic academic skills.

MLD	Moderate Learning Difficulties – a child who learns at a slower pace than peers.
SLD	Severe Learning Disabilities – significant, lifelong learning difficulties.
PMLD	Profound and Multiple Learning Disabilities – very complex learning needs, often alongside physical disabilities.
SpLD	Specific Learning Difficulties – includes dyslexia, dyspraxia, and dyscalculia.
SLCN	Speech, Language and Communication Needs – difficulties with understanding or using language.
SALT	Speech and Language Therapy – specialist support for children with SLCN.
SEMH	Social, Emotional and Mental Health needs – children who need additional support with emotions and relationships.
HI	Hearing Impairment – partial or total hearing loss.
VI	Visual Impairment – partial or total loss of sight.
VST	Vision Support Team – specialists supporting children with visual impairments.
HST	Hearing Support Team – specialists supporting children with hearing needs.
PD	Physical Disability – when a child has a physical condition that impacts mobility or daily activities.
EP	Educational Psychologist – a professional who assesses learning and emotional needs and advises schools and families.

2. School Stages & Assessments

KS1	Key Stage 1 – National Curriculum Years 1 & 2 (ages 5–7).
KS2	Key Stage 2 – Years 3–6 (ages 7–11).
KS3	Key Stage 3 – Years 7–9 (ages 11–14).
KS4	Key Stage 4 – Years 10–11 (ages 14–16).
NCY	National Curriculum Year – the year group a child is in.
GCSE	General Certificate of Secondary Education – qualifications usually taken at age 16.
SIMS	Schools Information Management System – used for recording attendance, assessments, and safeguarding information.
KPI	Key Performance Indicator – used to measure progress or success.

3. Support, Plans & Interventions

PSP	Pastoral Support Plan – a plan to support a child's social or emotional needs.
PEP	Personal Education Plan – a learning plan for children in care (Looked After Children).
EHA	Early Help Assessment – a tool to identify and plan support for a child and their family before issues escalate.

EHP	Early Help Partnership – agencies working together to support families.
PRU	Pupil Referral Unit – an alternative education setting for children who cannot attend mainstream school.
CAMHS	Child and Adolescent Mental Health Service – specialist support for young people with mental health needs.
YOS	Youth Offending Service – works with young people who have committed offences to prevent reoffending.
NEET	Not in Education, Employment or Training – used for young people post-16 who are not engaged in education or work.

4. Safeguarding & Welfare

LAC	Looked After Child – a child in the care of the Local Authority.
LADO	Local Authority Designated Officer – manages safeguarding allegations against staff.
CIN	Child in Need – a child receiving additional support services due to vulnerability.
CP	Child Protection – processes for safeguarding children at risk of harm.
CSE	Child Sexual Exploitation – a form of child abuse involving manipulation and exploitation.
CME	Children Missing Education – children not receiving any form of education.
PA	Persistent Absence – where a child misses a high percentage of school sessions.
DSL	Designated Safeguarding Lead – staff member responsible for child protection in school.
TAC	/ Team Around the Child / Team Around the Family – coordinated multi-agency meetings to support a child or family.
TAF	

5. Funding & Pupil Premium

AWPU	Age Weighted Pupil Unit – the basic amount of funding for each child in school.
E3F (Element Funding)	3 Additional funding for children with higher levels of SEND needs.
FSM	Free School Meals – used as a measure for additional pupil premium funding.
Pupil Premium	Extra funding for schools to raise attainment for disadvantaged pupils.

6. Behaviour & Exclusions

PEX	Permanent Exclusion – when a child is permanently removed from a school roll.
FTE	Fixed-Term Exclusion – a temporary exclusion for a set number of days.

- PSHE** Personal, Social and Health Education – curriculum subject that teaches life skills, relationships, and well-being.
- SRE** / Sex and Relationships Education / Relationships and Sex Education – part of
- RSE** the PSHE curriculum.

7. Additional Common Acronyms

- OFSTED** Office for Standards in Education, Children’s Services and Skills – inspects schools and services.
- QA** Quality Assurance – checking that teaching and support meet high standards.
- HOL** Head of Learning – member of staff responsible for a year group or key stage.
- HLTA** Higher Level Teaching Assistant – teaching assistant with advanced training.
- EAL** English as an Additional Language – support for children whose first language is not English.
- FASD** Foetal Alcohol Spectrum Disorder – a condition caused by alcohol exposure during pregnancy.
- PEEP** Peer Early Education Partnership – programme supporting early childhood development.