George Salter Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	22.09.2026
Nex review due:	21.09.2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: https://georgesalter.com/admin/wp-content/uploads/sites/12/2026/09/SEND-Policy.pdf

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

George Salter Academy is a mainstream academy. At George Salter Academy we have an inclusive admissions policy and welcome students from all backgrounds, including those with Special Educational Needs and Disabilities (SEND). The special educational needs coordinator is Tina Wootton.

George Salter Academy has a strong inclusive ethos. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. We cater for students with needs in areas of cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical (including medical). We follow the guidance given in the Education Act 1996, which states that 'children have a special educational need if they have a learning difficulty with calls for special educational provision to be made for them'.

Children have a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

We aim to ensure that all students have access to a broad and balanced education, both in and out of the classroom, to enable them to achieve their full potential. All students at George Salter Academy are valued; we want all of them to achieve and be equipped to succeed as independent adults and aim to support all students in realising their dreams.

If you would like to have this report read aloud as an audio, you can use a free reader at: https://www.naturalreaders.com/. If you have any difficulties accessing this report, please contact the academy and we will support you.

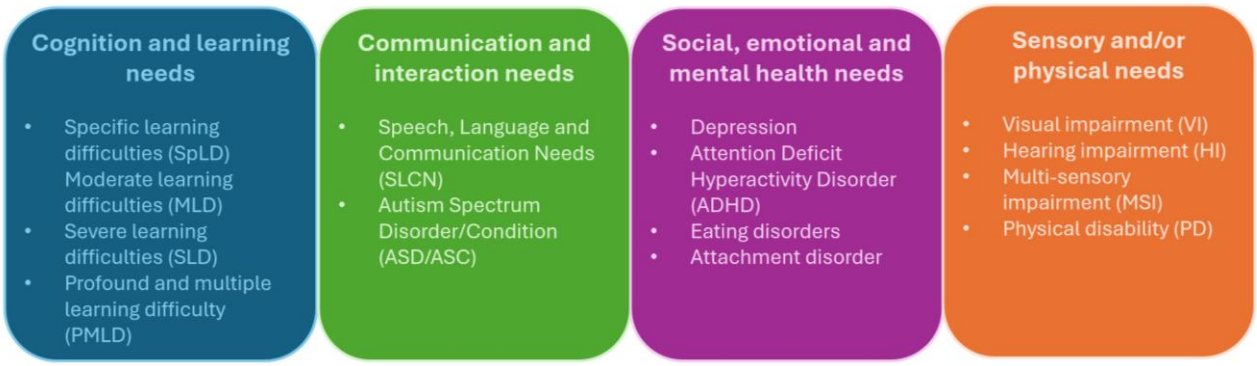
If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.

Name and contact details of key staff

Principal Rupi Bellingham Rupi.Bellingham@Georgesalter.com Photo	**Vice Principal** Kabir Ahmed Kabir.Ahmed@Georgesalter.com Photo	**SENCO** Tina Wootton Tina.Wootton@Georgesalter.com Photo	**AP – Inclusion** Siobhan Tyrie Siobhan.Tyrie@Georgesalter.com Photo
Assistant SENCO Raj Badhan Rajvinder.Badhan@Georgesalter.com Photo	**Year 7 HOY** Catherine Sharples Catherine.Sharples@Georgesalter.com Photo	**Year 8 HOY** Sam Hayes Sam.Hayes@Georgesalter.com Photo	**Year 9 HOD** Katie Williams Katie.Williams@Georgesalter.com Photo
Year 10 HOY Simon James Simon.James@Georgesalter.com Photo	**Year 11 HOY** Karen Field Karen.Field@Georgesalter.com Photo	**AP – KS5** Vanessa Lee Vanessa.Lee@Georgesalter.com Photo	**Attendance** Vicky Cadwallader Wicky.Cadwallader@georgesalteracademy.com Photo

The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:



Please describe here any specialisms, such as Enhanced Resource Provisions.

Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	265	19.53%
SEN Support (K)	243	17.91%
EHCP (E)	22	1.62%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	4	83	87
Communication and interaction	6	77	83
Social, emotional and mental health	11	65	76
Sensory and/or physical	1	18	19

How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

Our teachers closely monitor the progress made by all students and ask advice from the SENCo / Vice Principal as soon as they have concerns about any student. The SENCo will support teachers with planning specific teaching and learning activities (such as producing adaptive strategies) and they may enrol students on specialist intervention programmes to offer additional support. If these activities do not help the student to make better progress, the SENCo / Vice Principal might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student's progress is still significantly below that of their peers, the SENCo / Vice Principal, Head of Year / Student Welfare Manager will meet with parents / carers and student in order to collectively agree what additional SEND support will be put into place.

How do we know if students have special educational needs?

- We work closely with the primary feeder schools throughout the transition period in order to discuss the needs of students coming to the Academy. We also meet with families to ensure their voice is heard when planning for these pupils. We also include additional transition days for students with SEND, SENDCo visits and parent coffee mornings and transition meetings to discuss current provision and any concerns, prior to their child starting at the academy.

- We examine prior attainment data (including SATS scores), reading tests, spelling tests, numeracy tests, school report data and complete observation/work scrutiny throughout the year. We will continue to monitor these pupils and support teaching staff, pastoral leaders and parents in ensuring that we provide effective support within all school years.
- A Strategic Review Board is in place at the school for staff to refer students to if they have concerns about the educational progress or health and wellbeing of any student within the academy. This panel then decides the most appropriate course of action to support students further. This may include referral to external specialist services such as Educational Psychology, Inclusion Support, School Nursing, or Learning Support.
- The SENDCo operates an 'open door policy' for all students, parent/carers or staff to discuss any concerns at any time. We actively encourage parents to come into school should they require support and monitor those that do not get into contact with us. What should parents do if they think their child may have special educational needs? If you think your child has a need that has not been identified by us, then contact Tina Wootton (SENDCo) to discuss your concerns. We will discuss your concerns with you, carry out in school assessments if appropriate and may liaise with external agencies, such the Educational Psychology Service or SEN Specialist Teachers team at Sandwell Council.

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

Through regular target setting meetings and reviews with their assigned keyworker

- Student voice questionnaires
- Student panels

It is important that parents are able to share concerns and to discuss next steps. Parents can contact the SENCO directly to request a discussion about any concerns that they may have or via their child's Head of Year. Parents can also make use of the school website to contact staff and arrange to meet in person. Coffee mornings and informal get togethers are arranged for parents of new students to the academy, so they can meet key staff and start building positive relationships with the school.

How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Liaison with their feeder primary school and/or previous secondary school to obtain all current assessment data and SEND information
- Obtain information regarding national testing e.g. SATS examinations, GCSE results. Organise a meeting with SENDCO to review current needs and ensure appropriate provision is in place as soon as the child starts
- For new Year 7 students – organise additional transition days for students with SEND to start to familiarise themselves with their new school and meet key members of staff.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:
Meeting with staff from the Connexions service to discuss future careers aspirations

- A comprehensive academy-wide careers education programme, delivered in both form time and access to careers/high education providers through events available throughout the year and also inviting speakers in to deliver careers-based sessions
- Visits to colleges to view appropriate Level 2/3 courses for Post 16

How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here:
https://georgesalter.com/curriculum/curriculum-overview

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

- Pre-teaching.
- Small group interventions, such as Talkabout Series, handwriting, Resilience Building and other adaptive workshops to help support students with their needs.
- Multi-sensory resources.
- Adult support – Learning Support Assistants deployed in class rooms.
- Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding.
- Access to digital devices such as laptops and learning support software.
- Specialist equipment, such as writing slopes, pencil grips, coloured overlays.
- Programmes set by external specialists.

Arrangements for assessing and reviewing progress towards outcomes

We follow the "graduated approach" to meeting children's needs. This is a four part cycle of Assess, Plan, Do, Review.



How progress is measured

- Targets are set on a One Page Profile document for all students with additional needs and reviewed by their keyworker every half term
- Students with an EHCP have an Annual Review every 12 months, recorded and sent to the local authority
- Report data from class teachers (twice a year) is analysed by SENCO and the Inclusion Team
- Regular meetings with parents to discuss pupil progress

- Learning walks and observation of students within the classroom setting by SENCO and senior members of staff

How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs. The academy has a structured pastoral support system; senior leaders within the Academy oversee the pastoral teams. The SENDCo is consulted with regularly and supports pastoral staff ensuring that they meet the needs of all students in their year. If students are struggling with their behaviour then several elements of support can be put in place. A holistic approach is adopted in exploring why the individual is presenting in this way before intervention is put into place. Students may spend some time in The IE Room, to think back on their actions, they may take part in one of our behaviour related interventions, including anger management and social stories, or there may be restorative work carried out with the pastoral team and or their teacher. We aim to avoid exclusions unless completely necessary. If a student continues to struggle, we might consider placing them in our internal Alternative Provision; Focus. This is aimed for KS3 and is delivered by a class teacher and LSA Support in a smaller setting.
As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

	Book Look / QA Lesson Drop In	Year 7	Year 8	Year 9	Year 10
Autumn 1	1 – Year 7	How are first impressions made?	What services are available to manage my health?	How can bank accounts help people to manage money?	How do human rights protect our freedoms?
	2 – Year 8	What shapes who we are?	Which common health conditions should I know about?	Which documents can help me to keep track of my money?	How should human rights be balanced?
	3 – Year 9	What affects how we feel about ourselves?	How can I help someone who is choking or who is hurt?	How can I ensure that my money is kept safe?	Do I have the right to say whatever I want?
	4 – Year 10	What makes a relationship healthy?	What is CPR, and how do defibrillators work?	How can a budget help me monitor my spending?	Can protests go too far?
	5 – Year 11	How are families different?	How do vaccinations work?	What are my rights as a consumer?	Should my privacy be protected at all costs?
	6 – Post 16	What do healthy friendships look like?	Should vaccinations be compulsory?	What are the potential effects of gambling?	How can ideas about honour affect people's freedom?
	7 – Year 7	What is bullying?	What do I need to know about gangs?	How effectively can I make financial decisions?	How does the law protect bodily autonomy?
Autumn 2	8 – Year 8	What is cyberbullying?	What should I know about knife crime?	What exactly are laws, and where do they come from?	How can I optimise my physical health?
	9 – Year 9	How can I take a stand when I see bullying happening?	What is grooming?	Who is involved in the legal process?	How can I identify meningitis and strokes?
	10 – Year 10	Is everyone treated equally?	What does 'county lines' mean?	Are all courtrooms the same?	Drugs Assembly (DECCA)
	11 – Year 11	What are stereotypes?	What is extremism?	How might citizens become involved in the legal system?	What are the wider effects of vaping? What else should I know about drugs and alcohol?
	12 – Post 16	How might people with disabilities be treated?	What are hate crimes?	How do courts decide on sentences?	Mock Interview Prep
	13 – Year 7	How can we deal with racism?	Is happiness the same for everyone?	What does justice look like?	What is cancer? How can I examine myself?
	14 – Year 8	What support can I offer to others?	How can we support others' mental health?	What crimes occur near me?	What parts of our bodies can be donated to others?
Spring 1	15 – Year 9	What is health?	How might people be influenced?	How might drugs affect us?	How are our differences protected by the law?
	16 – Year 10	How can screentime affect my health?	How might people view themselves?	Why do people use drugs?	How have attitudes towards sex and gender changed over time?
	17 – Year 11	How much sleep should I be getting?	How might people respond to grief?	What does caffeine do to my body?	How have attitudes towards sexual orientation changed?
	18 – Post 16	What makes vaping addictive? (DECCA)	What is addiction?	What are prescription drugs? What do antibiotics do to my body?	How have attitudes towards race changed over time?
	19 – Year 7	How can I look after my teeth?	Alcohol Assembly (DECCA)	Why might people use steroids?	How can I effect change?
	20 – Year 8	What are the benefits of physical activity?	What are units of alcohol?	What does the law say about drugs?	How can I effect change?
Spring 2	21 – Year 9	How can I manage my personal hygiene?	What are the physical effects of drinking alcohol? What are the social effects of drinking alcohol?	What risks are linked to drug use?	What is sexual harassment?
	22 – Year 10	What are the physical changes of puberty?	How can I manage influence and pressure around alcohol?	Cannabis Assembly (DECCA)	What risks might be involved in sexual acts?
	23 – Year 11	What happens during menstruation?	What alternatives to alcohol could people drink?	Should cannabis be legalised?	How do different forms of contraception work?
	24 – Post 16	What are the emotional aspects of puberty?	How can technology change what we see and believe online?	How can good communication support healthy relationships?	How can HIV be prevented and managed?
	25 – Year 7	How can I share key information about puberty with young people?	How is news different from other types of information?	How can we manage pressure in relationships?	How can reproductive health affect everyday life?
Summer	26 – Year 8	How can I share key information about puberty with young people?	How can social media affect how we behave?	How can online behaviour and content affect relationships?	*Allow loss of lessons for OAT Common Assessments*

	27 – Year 9	What is a risk?	How does our personal data shape our online experience?	What are potential signs of domestic abuse?	
	28 – Year 10	How can I keep safe within my local area, and further afield?	How can we decide whether or trust a source of information?	What are the risks of sharing intimate images?	
	29 – Post 16	How can I be safe on, and near, the road?	How can we fact-check the information we encounter?	What might people think or feel about sex?	What factors might affect a person's fertility?
	30 – Year 7	How can I be safe near train lines?	How can emotion be used to manipulate audiences?	How are condoms used?	What help is available for people who find it difficult to conceive?
	31 – Year 8	How can I be safe around water?	How might we be affected by what we see in the media?	How are STIs spread?	How might someone respond to an unplanned pregnancy?
	32 – Year 9	What is Parliament?	How can I REVIEW the information I encounter?	What does a democratic country look like?	What happens during pregnancy?
Summer 2	33 – Year 10	How are political parties similar and different?	Should social media be banned for children under 16?	How else might a country be run?	Are all parents the same?
	34 – Post 16	*OAT Common Assessment*	*OAT Common Assessment*	*OAT Common Assessment*	What is foreign aid?
	35 – Year 7	What happens in an election?	What makes someone trustworthy?	What does the Cabinet do?	What is international law?
	36 – Year 8	What would my platform for election look like?	What is consent?	What advice would I give to the Cabinet in an emergency?	What does the UK have to do with the Commonwealth?
	37 – Year 9	What do MPs do?	What do healthy, romantic relationships look like?	Who in the UK holds the greatest power?	What does the UK have to do with the United Nations?
	38 – Year 10	Can young people make a change?	How might people show their commitment to their partner?	How are those in power held to account?	What does the UK have to do with NATO?
	39 – Post 16	*Contingency lesson*	*Contingency lesson*	*Contingency lesson*	*Contingency lesson*

OAT Citizenship & PSHE curriculum – V3

Citizenship Education

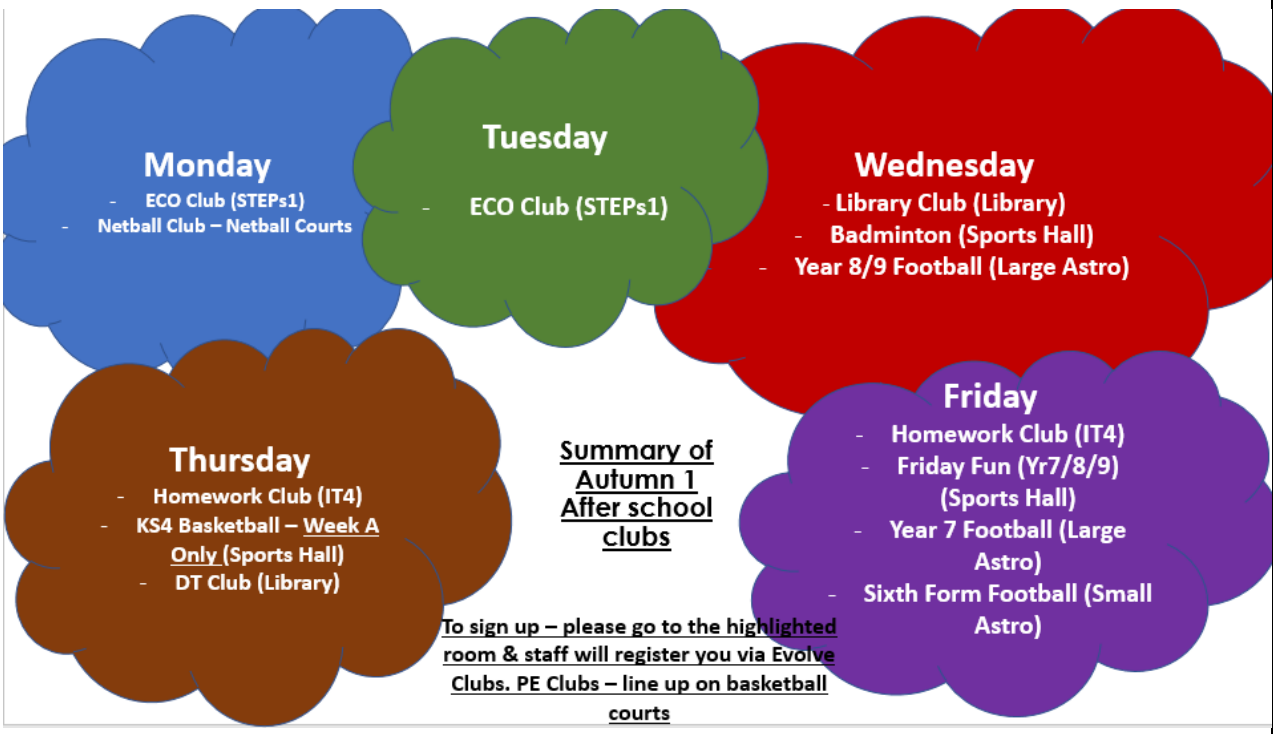
Health Education

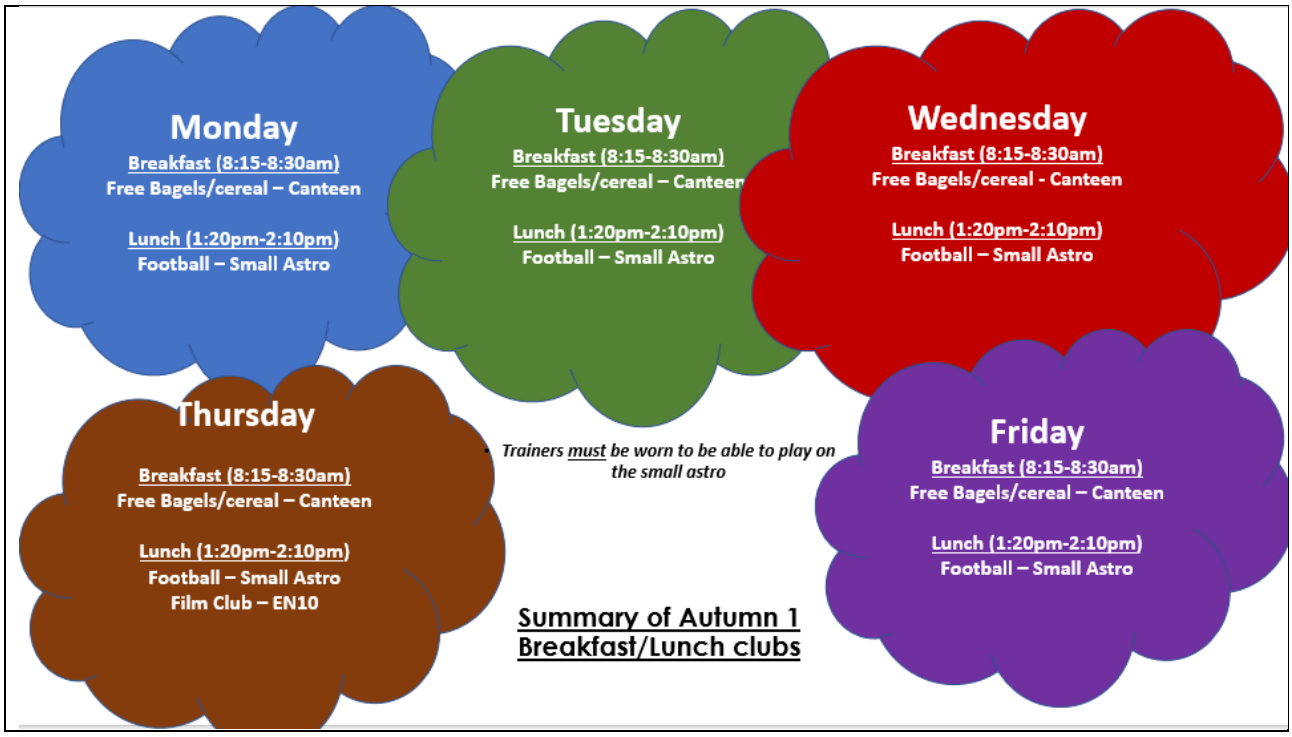
Relationships & Sex Education

How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as e.g. school plays, sports days, workshops and visits to theatres and universities. All children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

We will always ensure that students with SEN feels comfortable, supported, and included. This includes providing access to a trusted adult whenever needed and ensuring that any physical needs are accommodated. We will also make sure that all areas are accessible, for example through the use of ramps or lifts, so that students can fully participate in all activities and opportunities.





What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

George Salter Academy offers training to staff through a varied CPD programme. These sessions run on a weekly basis and are compulsory for all staff. SEN specific sessions are incorporated into this programme. Any specific training is built into whole academy approaches. As well as this we have staff trained in the following: One member of staff qualified to deliver the Lexonik (Reading Programme). The AP for Inclusion is a qualified SENCO and a qualified assessor for Access Arrangements. One member of staff is completing the SENCO NPQ with Ambition Institute.
We also have several staff (both support and teaching) trained as Youth Mental Health First Aiders.

Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- Sandwell Inclusion Team – Learning Support

- Outreach Service
- Speech and Language Therapist
- Sensory Inclusion Service
- Occupational Therapists
- CAMHS
- Mental Health Support Team (MHST)
- School Nursing Team
- Inclusion Support
- Educational Psychology
- Connexions – Careers Based service
- Albion

How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- The SENCO has weekly meeting with the inclusion team and the Assistant Principal – Strategic Review Board.
- The SENCO operates an 'open door' policy and actively encourages parents/carers to contact the Academy regularly in order to evaluate the effectiveness of the provision(s) that their child is receiving. Students are also encouraged to communicate with SEN staff regularly regarding their needs and provision.
- We hold governor reviews to look at what is working well and what future improvements can be made.
- Student voice and parental questionnaires are also used alongside learning walks, lesson observations and book scrutiny.
- Academy data is used to enable us to compare how we are performing against other schools across the country.
- We take part in SEND audits within the trust to evaluate and develop our provision. The SENDCO also attends termly network meetings that are facilitated by the local authority and Ormiston Academy Trust.
- Monitoring visits provided by the Academy Trust to focus on SEND provision

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.

Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here: https://georgesalter.com/admin/wp-content/uploads/sites/12/2025/10/Accessibility-Policy.pdf

We are committed to working for the equality of people with and without disabilities.

How we advance equality of opportunity

- We support all learners by meeting their individual needs.
- A health care plan is written collaboratively for some students and shared.
- A Student Passport and personalised strategies such as 1:1 withdrawal lessons with specialist learning support staff are also used for some students.
- Additionally, Individual Programmes of Study may be devised to address students' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for students with specific learning difficulties, highly differentiated work for student at all levels.
- We take steps (reasonable adjustments) to ensure that students are not put at a disadvantage compared to other students, through our use of Learning Support Assistants who support students in class in order to promote access to the curriculum.
- We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the academy's Elevate centre.
- We carry out an accessibility plan for all students e.g. special transition arrangements between lessons and at break/lunchtimes (e.g. students escorted by LSA join the class a few minutes after the lesson starts and leave a few minutes before it finishes to avoid crowded corridors).
- We support disabled students' participation in the more physically challenging areas of the curriculum through effective deployment of resources, staffing and curriculum provision.

How we foster good relations and promote community cohesion

- The work that has been done to develop high aspirations and a culture of success in the academy also contributes to students' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the academy community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of academy life.
- Our curriculum is inclusive and accessible to all students. There is no nurture group ay GSA and all students are expected to master core knowledge with the most appropriate support. We continue to develop a curriculum that supports all students to understand, respect and value difference and diversity through using a variety of training opportunities. E.g. SENDCo and Asst. SENDCo have delivered training sessions on "Differentiation" and Students Passports. We continue to work closely with all departments to enhance differentiation.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE & Citizenship programme.

- We ensure that the curriculum has positive images of disabled people. E.g. positive images are displayed.
- When appropriate, we use awareness as a tool for tackling bullying or harassment we tackle prejudice and any incidents of bullying based on disability.

How we make sure the admissions process is fair for children with SEND

For students who do not have an EHCP, they will apply thorough the normal admissions process, which is outline on the academy website here.

For students who have an EHCP, the Academy is consulted by Sandwell Local Authority, which is separate to our main admissions process, ensuring children with EHCPs are admitted places before others are allocated (as per the Sandwell Admissions policy). These consultations for Year 7 Admissions usually begin at the start of Year 6. All consultations are coordinated by Sandwell LA and EHCP and associated documents are reviewed and the school send their decision directly to the Local Authority who will liaise with parents throughout. Students must be in receipt of an EHCP to access this provision. All consultations are reviewed by the SENCO and Inclusion Team and decisions are made as to whether we are able to meet the specific needs and provide the necessary support required in order to fulfil the requirements of the EHCP, using the legal guidance in the SEND code of practice to do this. These decisions are submitted to the local authority who make the final judgement on whether a place is made available for a student with an EHCP.

What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy. https://georgesalter.com/admin/wp-content/uploads/sites/12/2026/09/Complaints-Policy-2026.pdf

What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: Sandwell Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Sandwell SENDIAS

Local charities that offer information and support to families of children with SEN are: Autism West Midlands
National charities that offer information and support to families of children with SEND include:

- **Contact** - for families with a child who is disabled
- **Carers Trust** - for parent carers
- **Carers UK** - for parent carers
- **IASS Network** - information, advice and support services
- **IPSEA** - independent parental special educational advice
- **MENCAP** - for families with a child who has learning disabilities
- **Mind** - mental health charity
- **National Autistic Society**
- **Nip in the Bud** - films and fact sheets about mental health and neurodiversity
- **Royal Society for Blind Children (RSBC)**
- **SWAN UK (Syndromes Without a Name)** - for families with a child with a rare genetic condition
- **Downs Syndrome Association**
- **Caudwell Children**
- **Sense**
- **National Deaf Children's Society**
- **pdnet –** supporting learners with physical disabilities

Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.

- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal –** a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention –** a short term, targeted approach to teaching a child with a specific outcome in mind.