



The SEND Information Report (updated July 2026)

Ludlow Church of England School

This document forms part of the Shropshire Council Local Offer

which can be accessed via the link: <http://shropshire.gov.uk/the-send-local-offer/>

Introduction/ Overview

Ludlow Church of England School is an 11-16 comprehensive school of approximately 650 students, serving the market town of Ludlow and its surrounding area. Ludlow School supports the inclusion of all pupils, and we aim to focus on providing inclusive practices and removing barriers to learning. We endeavour to remove barriers to learning, in order that pupils with learning needs and physical or sensory disabilities can be educated alongside their peers and participate as fully as possible in the school curriculum, and other educational and enrichment activities. We believe in equal opportunities, and we try to meet the physical, emotional, and learning needs of all our pupils. This information report should, therefore, be read alongside the Equality Policy and Accessibility Plan.

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether onto employment, further or higher education or training

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, Emotional and Mental health** (including Attention Deficit Hyperactivity disorder (ADHD))
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have:

- significantly greater difficulty in learning than the majority of others of the same age,
- or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school maintains and regularly updates a SEND list. The progress of the pupils on this list is monitored at least termly (we do not need parental/ guardian permission to place a student on the SEN register nor do parental requests grant a student a position on the register).

The list includes pupils who have Education Health Care Plans (EHCP) and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly. Parents need to be aware that a medical diagnosis does not always equate to an educational learning need and therefore, these students may not appear on the SEN register. We work closely as a team to establish any areas of need following a relevant diagnosis.

Our approach is to be fully inclusive. This means that support is lesson based through QFT and adaptive teaching. We believe that QFT will ensure excellent outcomes for students, so it is essential that students with SEND have access to the same high-quality teaching as everyone else in the school.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of

the Children and Families Act 2014.

As well as a team of Teaching Assistants to support in school, the SEND Department comprises the following team of professionals:

Member of staff	Mr B. Faulkner	Miss K. Davies	Mrs C. Seaman
Area of need	SENCO	Assistant Headteacher /Asst. SENCo	Inclusion
Core links	Academic / Pastoral systems / Pupil Inclusion / Examinations	SLT / Academic / Pastoral systems / Pupil Inclusion / Examinations	Inclusion / All departments
Responsibilities	Oversight of the school's SEND policy and statutory duties. Coordinating provision for children with SEN. Day to day TA deployment and management of TA staff team. Arranging TA support for cover, trips and exam invigilation. Staff SEND training identification and delivery. Advising on deployment of school's delegated budget and other resources. Liaison with Shropshire Council SEN and EHCP Team, Diocese of Hereford Multi Academy Trust, other schools, external agencies, and parents. Performance management of SEND staff. Pupil monitoring through the ILP and annual review process. Exam access arrangement testing and advice.		Day to day operation of The Bridge. Homework Club

How we consult with parents and carers of children with Special Educational Needs

Members of the SEND team are happy to make themselves available for formal or informal consultations with parents and carers. However, there are also planned, regular opportunities for discussion and consultation:

- Meetings with parents/carers in year 5 and 6 prior to school as necessary.
- Attendance at year 5 and 6 Annual Reviews and arrangement of additional parent/carers visits and meetings as necessary.
- SEND staff available for consultation at year 6 Parents' Evening (Summer term)
- SEND staff available for consultation during Open Evening (Autumn term).
- ILP's updated and parents consulted on amendments.
- Regular contact via email and telephone as appropriate/necessary.
- Parents invited to monitor Positive Behaviour Reports.
- Parents/carers invited to attend Annual Review of EHCP, and to provide written feedback.
- SEND staff available for individual consultations during Parent/Carer Teacher Evenings for all year groups.
- School SEND policy and SEND Governor's report on SEND is published on school website.

How we consult with our pupils with Special Educational Needs

- Student Voice Sessions
- Via mentoring through The Bridge.
- Pupils are encouraged to discuss ILP/EHCP reviews and agree new targets with their tutor.
- Feedback given by pupils at their Annual Review meetings.
- If pupils are 'looked after', via Personal Education Plan meetings.

How we support our pupils at times of transition

- Initial contact made with parents/carers at Open Evening in the year prior to joining Ludlow School.
- For 'looked after' children, meetings with carers and social workers: PEP/LAC Review/Core group.
- Additional visits made to Ludlow School by vulnerable pupils during the summer term prior to their arrival at Ludlow School.
- SEND staff attend year 6 Annual Reviews
- Early links made with primary schools to discuss meeting the needs of disabled pupils who may require modifications to the site prior to their arrival.
- Pupil Profiles created for pupils, subject to an EHCP.
- Attendance at CEIAG meetings as required, to offer advice on careers and further education.
- Individual visits made to Post 16 Providers, or visits made by professionals from their providers to school.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability or need in some subject areas.
- Teachers are required to adapt their teaching to consider the learning needs of individual students and groups.
- Teachers are asked to mark dyslexic students' work for content rather than spelling.
- Adapted arrival to/departure from lessons to support pupils with ASD or physical difficulties.
- We provide additional learning support through The Bridge to support pupils with SEND in their completion of homework, exam preparation, and to provide general learning support through differentiated timetable provision, as appropriate.
- Pupils are assessed for exam access arrangements and may have an opportunity to complete their exams in a separate room.
- At KS4, Pupils with exam access arrangements are offered support during mock exams and controlled conditions assessments.
- Extra literacy and numeracy intervention is targeted at pupils who are not making expected progress.
- The Bridge provides additional emotional, social, and behavioural support as well as support for learning.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify need:</u> • Information from previous school setting. • Concerns expressed by parents. • Concerns expressed by staff. • Advice of specialist outside agencies such as Speech and Language Therapy Team (SaLT) <u>How we access and review progress:</u> • Through whole school monitoring and assessment process. • Through the ILP and Annual Review process. • SEND departmental scrutiny of progress at data collection points.	• Modify our questioning and breakdown extended verbal instructions into smaller chunks. • Use of visual aids. • Encourage verbal use of subject-specific vocabulary. • Keywords recorded in exercise books.	• Strategies and advice contained in ILPs. • TAs trained in use of social stories. • The Bridge is supervised during unstructured times to encourage social interactions. • Advice from SaLT disseminated to staff. • Exam access arrangements. • 1:1 mentoring where appropriate.

2. Autistic Spectrum Disorder

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify needs:</u> • Information from attending year 6 meetings/Annual Reviews. • Liaison with Marches Academy Trust Inclusion Outreach Team (MATI). • Concerns expressed by staff or parents. • Via tutor mentoring. <u>How we assess progress:</u> • Involvement of Marches Academy Trust Inclusion Outreach Team. • Involvement of Shropshire Bee-U. • Via Educational Psychologist advice. <u>How we review progress:</u> • Through the ILP and Annual Review process. • Through whole school monitoring and assessment process. • Scrutiny of progress by SEN team at data collection points.	• Pupil Profiles produced for year 6 transition for individual pupils with identified learning needs. • All staff made aware through COP document and SEND register. • Pupils may need to leave lessons early to avoid crowded corridors. • Flexible approach to curriculum expectations and use of The Bridge and Refocus to support attendance. • Teachers respond sensitively to the needs of pupils with ASD providing a flexible approach to seating arrangements and awareness of the classroom environment on pupils, as well as differentiated teaching strategies.	• TAs trained in ASD awareness. • Use of social stories to help with understanding. • Use of Pupil Support Centre during unstructured times for opportunities to socialise in a safe and supervised environment. • Purchase of Marches Academy Trust Inclusion Outreach Team Support package. • Use of disabled changing areas and toilets where necessary. • Autism Learning Support strategies sheets available to support staff.

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify and assess needs:</u> • Pupil information from previous school setting (Annual Reviews/ILPs/meetings). • Observations made during year 6 induction days. • Whole cohort screening for reading and spelling in year 7. Partial cohort screening in year 8 and 9. • Concerns shared and assessments requested by staff or parents. • Educational Psychologist's assessments. • Assessments by Marches Academy Trust Inclusion Outreach Team. <u>How we review progress:</u> • Through whole school monitoring and assessment. • Literacy Screening tests. • Educational Psychologist reports. • Through the ILP and Annual Review process.	• Appropriate grouping by departments. • Teaching staff adapt and differentiate work to meet the learning needs of individual pupils. • Students provided with extra time to complete tasks/process information. • Use of laptops where appropriate. • Differentiation of homework tasks.	• TAs support individuals and groups with identified needs. • The Bridge is used to provide additional learning support. • Homework Club.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify needs:</u> • Pupil information from Primary school. • Parental/Staff concerns. • Marches Academy Trust Inclusion Outreach Team commissioned reports. • Literacy screening in school. <u>How we assess and review progress:</u> • EP reports. • Marches Academy Trust Inclusion Outreach Team. • Literacy screening. • Through whole school monitoring and assessment process. • Through the ILP and Annual Review process	• Encourage use of coloured screens for reading. • Access to scribe and reader in lessons and exams. • Staff to mark for content rather than spelling. • Use of laptop in lessons. • Alternative methods of recording information encouraged. • Teachers provide hand-outs rather than expecting extensive copying from the board. • Students given extra time to process information and plan written work. • Staff adapt and differentiate their teaching to meet the needs of individual pupils and use ILP strategies as guidance.	• Specific information and guidance to staff available in SEND COP booklet. • ILPs provide strategies to teaching staff and TAs to help support pupils. • Use of laptops to complete extended pieces of writing. • Access to Homework Club. • Pupils' guide to using exam access arrangements made available at KS4.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify needs:</u> • Pupil information from Primary Schools. • Concerns expressed by parents/staff. • Through Early Help process. • Through outside agency involvement especially Shropshire Bee-U, MHST, EWS, Educational Psychologist, Marches Academy Trust Inclusion Outreach Team, Safeguarding Team, Outshine, etc. • Via Tutor Mentoring programme. • Through scrutiny of behaviour data. <u>How we assess and review progress:</u> • School reports. • Bee-U/Health Care professionals. • Pastoral team. • Educational Welfare Services. • Early Help Process. • Via Core Group, CIN and Child Protection meetings. • Interim reports from staff. • Scrutiny of academic progress and learning habits via school merits system and whole school monitoring and reporting.	• Care taken when deciding groups and seating arrangements. • School wide teaching approach of 'PIP/RIP' (Praise in public, reprimand in private). • Adapted timetable to allow for The Bridge or Refocus support.	• The Bridge provides self-esteem and enrichment programmes. • The Bridge and Refocus are used to support reintegration after periods of absence/school refusal. • Exam access arrangements. • Risk assessments for individual pupils. • Flexible timetable allowing for support sessions in The Bridge and Refocus. • Positive Behaviour Targets. • School nurse available each week for individual consultations. • Homework Club

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs: • Pupil information from previous school. • Liaison with Sensory Inclusion Service. • Information from GP/hospital. • Information from School Nurse. • Staff/parental concerns. How we assess: • Through Sensory Inclusion Service. • Through GP/hospital	• Care taken to seat pupil appropriately within the classroom. • Consideration of how background noise can create difficulties in hearing. • Teachers wear transmitter when appropriate. • Teachers/TAs check for understanding. • TAs make notes to allow pupils to listen to the teacher.	• Needs identified in SEND COP document. • ILPs regularly updated to reflect recommendations of Sensory Inclusion Service. • Sessions with Teacher of the Deaf. • Risk assessments completed where necessary. • Exam access arrangements. • Whole staff training undertaken by Sensory Inclusion Services.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from primary schools • Liaison with the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc. • Information from parents • Staff concerns How we assess and review progress • Via the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc.	• Seating plan to allow for clear view of board/teacher. • In practical lessons, pupil has access to own work area and is familiarised with equipment beforehand.	• Pupils are identified on SEND list and staff provided with an ILP. • Sessions with sensory Inclusion Service • Risk assessments completed. • Exam access arrangements. • Information to staff is updated on the advice of the Sensory Inclusion Service or health professionals. • Physical site adapted where necessary.

3. Physical Difficulties:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<u>How we identify need:</u> • Pupil information from primary school • Information from parents • Information from health professionals: consultants, G.P., school nurse, etc. • Occupational Health assessments • Staff concerns <u>How we assess and review progress:</u> • From health professionals: consultants, G.P., school nurse, etc. • Occupational Health and other health reports	• Staff informed of the impact that the physical difficulties may have on learning. • Use of The Bridge at break and lunchtimes and to provide respite from agreed curriculum areas. • PE department modifying curriculum appropriately and providing adjustments to allow for participation.	• Identified on SEND list. • Staff provided with strategies on how to support the pupil in class. • Specialist equipment purchased to allow for full participation in subjects, e.g., height-adjustable tables and chairs. • Workstations adapted to create space and height appropriate equipment provided, e.g. cooker and hob. • Flexibility in leaving lessons early to navigate corridors safely. • Personal access to lifts and disabled toilets and changing room.

How we involve parents and carers in the assessment and review process

Where a pupil is receiving SEND support that is different from and additional to that normally made available to all pupils, we will involve parents in the planning and reviewing of support and interventions. The involvement of parents and pupils is important, as this can build confidence in the actions being taken in school, as well as strengthening the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Regular contact with parents can provide an opportunity for the parent to share their concerns and, together with teaching staff, agree their aspirations for the pupil.

- SEND staff are available for consultation during Parents' evenings.
- Parents receive reviews of ILPs and are invited to feed-back their views of any changes.
- Parents are informed if there are important changes to interventions available to their children.
- Parental views and permission are gained to enable contact with external agencies for additional support or advice.
- Parents written and verbal views are sought during the annual reviews of EHCPs.

How we involve our pupils with Special Educational Needs in the assessment and review process

- Assessments and reviews follow a Person-Centred Approach.
- Students' views are sought as part of the review process of EHCPs.
- Pupils with SEND meet regularly for a Pupil Voice session with the SENCO.
- Pupils are invited to join review meetings including Pupil Planning meetings and Annual Reviews.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

- Through the Annual Review process.
- Parental feedback from ILPs.
- Review of ILPs leading to removal of pupil from SEN list as making expected progress.
- Pupil progress monitored in core subjects every term.
- Pupil progress data sent home at 3 data collection points (termly).
- Internal Pupils Progress analysis via SISRA Analytics at 3 data collection points.
- GCSE results analysis and tracking.
- Internal SEN gap data analysis for English and maths.
- All subject department reviews include a SEND focus.

How we ensure access to our facilities for all our pupils

- All schools have a duty under the Equality Act to follow the principle of equal treatment of all pupils. However, the Equality Act also puts a duty on schools to change their practices to ensure, as far as possible, that a disabled person can benefit from what we have to offer to the same extent that a person without a disability can. We must adhere to these duties for disabled pupils irrespective of whether they have special educational needs. This means we must take reasonable steps to try and avoid any disabled pupil being disadvantaged in comparison to non-disabled pupils. We will make the reasonable adjustments necessary and will provide auxiliary aids and services to disabled pupils, where it is reasonable for us to do so. Alterations to physical features of the school are part of our planning duties; details are in our Accessibility Plan.
- As part of the Disability Equality Scheme, the school's Accessibility Plan provides details regarding our on-going commitment to making reasonable adjustments for disabled pupils. These adjustments include modifications to buildings and site, as well as the provision of specialist equipment to support the inclusion and participation of disabled pupils.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- Use of The Bridge during break and lunchtimes.
- Homework Club available to pupils Monday and Tuesday evenings.
- Gardening, cooking and other enrichment activities available through The Bridge.
- Pupils with EHCP's are supported on school trips, where appropriate.

As part of our commitment to supporting students with SEND, our school follows the graduated approach of the Assess, Plan, Do, Review cycle. This ensures that interventions are tailored to the individual needs of the student. Initially, needs are identified through assessment, which may include teacher observations, student voice, and input from parents and external professionals. Following this, a support plan is developed in collaboration with the SENCo and relevant staff, outlining specific strategies and interventions. The 'Do' phase involves implementing the agreed support, which may include targeted interventions such as Refocus—our in-house SEMH provision—or placement in alternative provision. These interventions are not automatic and are deployed at the discretion of the SENCo and Senior Leadership Team (SLT), based on clear pathways and criteria. Progress is then reviewed regularly to evaluate impact and inform next steps. This structured approach ensures transparency and consistency in how support is provided, with parents kept informed and involved throughout. Where appropriate, we may use Alternative Provision (AP) to support pupils with SEND. All AP used is quality-assured, and we work closely with providers to ensure continuity of support and reintegration into mainstream education where possible.

List of External AP Provisions

Lifeshed AP

Shropshire Adventures Academy

Crossbar AP

Renu Training

It is not assumed that a student has special educational needs just because they have fallen behind with their learning, or because they are not academically inclined. For any learner who does fall behind, the appropriate provision and interventions (the vast majority of these are quality first teaching strategies that are implemented in the classroom by the class teacher) are put in place to reduce gaps in their learning.

Certain interventions that are implemented for a larger quantity of the student body such as the LEXIA literacy intervention does not equate to a student being automatically placed upon the SEN register nor do any Exam Access Arrangements or the use of Quality First Teaching Strategies as these are small tweaks to the classroom routine.

Throughout KS4 students' needs are identified for Examination Access Arrangements (EAA) and teachers start to use 'normal ways of working' that contribute to the EAA assessments that are done during KS4. This can be extra time, readers, scribes, used of assistive technology etc. These must be applied for before the student has entered year 11.

What support is available for our pupils with Special Educational Needs?

- The Bridge offers emotional, social, behavioural and learning support.
- The Bridge supervised support available during lunch and break times.
- Additional TA support in tutor periods where appropriate.
- Support in exams and controlled assessments (reader/scribe/extra time).
- Support from Teaching Assistants
- Use of laptops in lessons, where appropriate.
- Teaching Assistant available in the school canteen if appropriate.
- Parent- school handover for identified high needs pupils.
- Literacy and Numeracy intervention sessions

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively

Staff have had the opportunity to receive training on:

- Autism.
- Dyslexia.
- Attachment.
- Attention Deficit Hyperactivity Disorder
- Supporting Teaching and Learning.
- Hearing impairment.
- Differentiation.
- Teaching Assistant and teacher collaborative working.
- Social Stories.
- Supporting pupils with Speech, Language and Communication difficulties.
- Child Protection.
- PREVENT Strategy
- Supporting visually impaired pupils.
- Supporting Pupils with food preparation.
- Shropshire Bee-U Emotional Health and Wellbeing.
- Invigilator/scribe/reader exam access support.
- Dyscalculia.
- Loss and bereavement.
- Solution Focussed Approaches to positive behaviour management.
- De-Escalation training.

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

Additional intervention to support the learning of identified pupils may be provided through teachers and subject departments. However, where a pupil continues to make little or no progress over a sustained period, despite teacher or subject department-based support and interventions, we may consider involving specialists, including those secured by us or from outside agencies. Parents will always be involved in any decision to involve specialists. Services, equipment, and provision may be sought from:

- Educational Psychology Service.
- Marches Academy Trust Inclusion Outreach Team.
- Educational Welfare Service present in school.
- School Nurse available in school.
- Sensory Inclusion Service – visually and hearing-impaired students.
- Shropshire Bee-U engaged via the Early Help process.
- Enhance (with targeted youth service).
- OUTSHINE
- Initial Contact Team and Child in Need Teams.
- Red Cross Young Carers.
- Autism West Midlands – signposted by school.

How we support the emotional and social development of our pupils with Special Educational Needs

We are mindful that pupils with SEND may become the victims of bullying due to their learning needs or disability. The school's Anti Bullying Policy outlines the school's commitment to tackling all bullying issues quickly and effectively. In order that vulnerable pupils feel safe in school, they have access to The Bridge during unstructured times. We further support the emotional and social development of pupils with SEND by offering the following services:

- Pastoral teams based on a house system led by Heads of Houses.
- Support staff trained to deliver Solution Focused Therapeutic approaches to behaviour support.
- Engagement of appropriate external agencies
- The Bridge

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

Ludlow School encourages parents to contact the school if they have and queries or concerns.

The initial point of contact for general enquiries is the tutor or the HoH. Straightforward questions and requests can be made via the student planner. However, parents are invited to speak directly with the SENCo regarding specific learning support-related issues. Parents may contact the school by telephone to speak to the SENCo or make an appointment for a meeting. Alternatively, parents and carers may email the SENCo directly with their queries if a meeting is not necessary:

Bryn Faulkner (SENCo)

Tel: 01584 872691

Email: b.faulkner@lces.dhmat.org.uk

The SENCo and members of the SEN team are available for consultations at all Parent-Teacher Evenings.

Should your queries or concerns not be resolved, please contact Miss Davies (Assistant Head Teacher and Line Manager of SEND).

k.davies@lces.dhmat.org.uk

For making a formal complaint, please see our school guidelines on the school website: www.ludlowschool.com "Formal Complaints Procedure".

Glossary of Terms

Annual Review: the review of an EHC plan, which the authority must make as a minimum every 12 months.

Child In Need (CIN): A designation of need within the child protection process.

Code of Practice (CoP): Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Core group: A team of professionals who meet to support vulnerable children.

Early Help Assessment: A social care assessment of a child or their family, designed to identify needs at an early stage.

Education, Health and Care Plan (EHCP): An EHCP details the education, health and social care support that is to be provided to child or young person who has SEN or a disability.

Education Welfare Officer (EWO): Part of the Education Access Service, which provides support to pupils struggling to maintain good school attendance.

Emotional Literacy Support Assistant (ELSA): An intervention which provides an additional level of attention and care, enabling children with temporary or long term emotional needs to feel better about themselves and their time in school.

Higher Level Teaching Assistant (HLTA): A teaching assistant holding a Level 4 national award.

Information Advice and Guidance (IAG): Careers advice offered in school by an IAG professional.

Individual Learning Plan: An individualised plan outlining a pupil's special educational needs, setting short-term targets and providing strategies for support.

Individual Health Care Plan: A plan drawn up by school, in consultation with parents and acting on the advice of healthcare professionals, which ensures that schools effectively support pupils with medical conditions.

Learning Support Plan (LSP): An information sheet outlining a pupil's difficulties with learning and offering teachers and teaching assistants strategies to support them in school.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have an Education, Health and Care Plan (EHCP).

Marches Academy Trust Inclusion Outreach Team: offers personalised support and advice for children and young people with needs related to the autism spectrum, social interaction and communication difficulties, speech and language difficulties, challenging behaviour, anxiety and low self-esteem.

Mentor: A teacher or teaching assistant offering 1:1 support and a 'listening ear' to individual pupils.

Outshine: Shropshire Inclusion Service

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child.

Pupil Support Centre: An in-school resource area offering support for pupils with social, emotional and/or learning difficulties.

Shropshire Bee-U Service: These services assess and treat children and young people with emotional, behavioural or mental health difficulties.

Special Educational Needs and Disability (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special Educational Needs Coordinator (SENCO): A qualified teacher in a school who has responsibility for coordinating SEN provision.

Special Educational Provision: Special educational provision is provision that is different from or additional to that normally available to pupils of the same age, which is designed to help children with SEN or disabilities to access the National Curriculum at school.

Speech and Language Therapy Service (SaLT): Speech and language therapy is a health care profession, which supports children with speech, language and communication difficulties.

Student Voice: Opportunities for pupils to share their thoughts and feelings about school to school staff.

Teaching Assistant (TA): An adult in school who provides learning and personal support to a pupil.