



PORTSDOWN
Primary School & Early Years

Portsmouth Primary School & Early Years

SEND Information Report

2026 – 2027

Our School



Our School Vision

Grow Care Succeed

Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.

Portsdown Primary promotes the best possible academic, cultural and moral values in a compassionate environment.

All our children, regardless of background, culture, religious belief or ability, are equally valued, supported and challenged.

At Portsdown Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND (Special Educational Needs and Disabilities) within the classroom.

Our Special Educational Needs and Disabilities policy can be found on our website:

<https://portsdownprimary.co.uk/send-information>

September 2026 Information

Portsdown currently has 367 children on role (September 2026)

There are 74 children on the SEND register with a range of needs including learning difficulties, specific learning difficulties, Autism, physical needs and social, emotional and mental health difficulties.

59 (16.2%) are identified as having a special educational need and/or disability requiring support that is different from or additional to that normally available to children of their age.

16 children that have an EHCP (6.04%)

Admission Arrangements

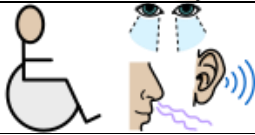
Portsmouth City Council decides our admissions. For admission arrangements please contact the Local Authority admissions team on:

023 9268 8008 (first point of contact will be with the City Helpdesk)

<http://www.portsmouth.gov.uk/schooladmissions>

or: Admissions team, Civic Offices, Guildhall Square, Portsmouth, PO1 2EA.

	If your child has an Education Health Care Plan, please speak to your child's current school SENDCO and contact Portsmouth SEN Team sen.education@portsmouthcc.gov.uk,
 Meet our SENCO	The SENDCo is Ms Nikki Ludlam If you would like to contact Ms Ludlam, please call school on 023 9237 8991 or you can email her at send@portsdown.portsmouth.sch.uk. Ms Ludlam will aim to respond within 48 hours.
 Special Educational Needs	At Portsdown Primary School we support children with a variety of differing special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. The school recognises that a child or young person has a special educational need if they: • Have a significantly greater difficulty in learning than the majority of others the same age. • Require provision that is significantly different from or additional to that normally available to pupils of the same age. • Have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school. This is defined in the Special educational needs and disability code of practice: 0-25 years (2015). The school makes provision in accordance with the SEN code of practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014). SEND is currently categorised into the following areas in the SEN code of practice 2015:

		Cognition and Learning
		Communication and Interaction
		Social, Emotional and Mental Health
		Sensory and Physical



Identifying and Assessing Need

At Portsdown we work closely as a team and if staff have a concern about a child, they fill in an SEND Concerns form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. At Portsdown Primary we currently have 37 pupils being monitored.

After a period of typically 6 – 8 weeks we will decide if a child needs to be placed on the SEND register. We will invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Children will be monitored using the school assessment processes, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access Portsmouth's Ordinarily Available Provision Guidance ([Portsmouth Local Offer](#)) to help support children's learning within the classroom.



Our approach to teaching children with SEND

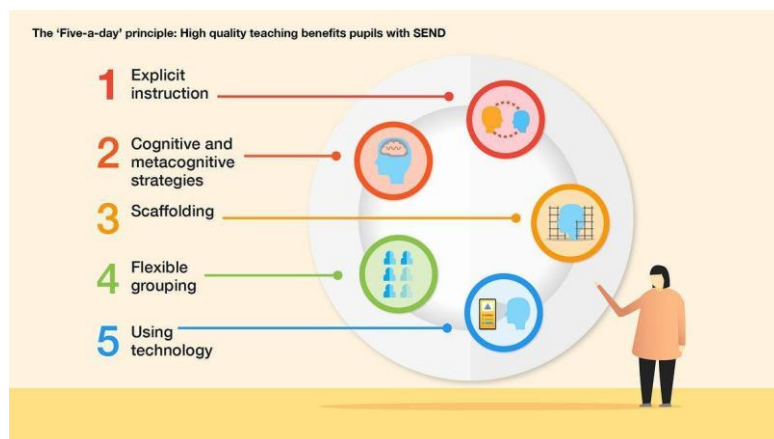
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

At our school, we want to give children lots of opportunities to learn and enjoy new experiences, like trips and special activities, to help them grow beyond where they started.

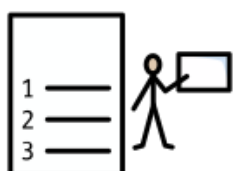
We believe reading is very important for every child's future, so it's a big focus in everything we teach. We want all children to become confident readers and develop a love for reading.

For children with extra needs, teachers plan lessons that include everyone. Sometimes this means adapting tasks or working in smaller groups with a teacher, teaching assistant (TA) or Pastoral Practitioner. We do our best to make sure all children can join in and enjoy the full curriculum.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Provision Guidance produced by the Local Authority to complement our teaching [Portsmouth Local Offer](#)



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. These strategies include:

Visual timetables	Task boards	Wobble cushions
Technology	Talk partners	Zones of Regulation
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.

Curriculum adaptations



Parent Consultations

At Portsdown Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We offer parent consultations each term and Ms Ludlam is available to join these meetings with you, or to meet with you separately from the class teacher.

We have an open-door policy and parents are welcome to arrange to meet with their child's class teacher and/or Ms Ludlam by speaking to the main office. Ms Ludlam is also available at parents' evenings to discuss any concerns.

We hold coffee and information mornings throughout the year where parents can meet up and support each other in a safe environment. During these sessions we will gather parent feedback on SEND provision at Portsdown and signpost to support groups and offer opportunities to meet up with outside agencies.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

Pupil Conferencing



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



We evaluate the effectiveness of provision in a number of ways throughout the school year, these include:

- Reviewing progress in Pupil Progress meetings and discussing next steps.

Evaluating Provision

- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCo.
- Regularly using a tracking tool to update targets and measure progress.
- Holding reviews for children who are on Education Health and Care Plans, SEND Support Plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.



Staff Training

At Portsdown, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

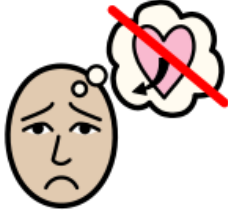
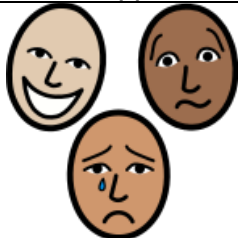
When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



	Relational Practice	Lego Therapy	Precision Teaching	Bucket time
				
	PECS	Loss & Bereavement	Phonics (catch-up)	Team Teach
				
	Specific Learning Difficulties	Autism Awareness	Emotion Coaching	Speech and Language
				
	De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

We hold 'stay and play' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

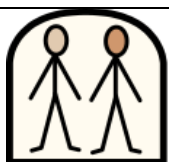
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with a number of agencies to provide support for children with SEND including:

Educational Psychologist	Speech & Language Therapist	Physiotherapist & Occupational Therapist
Neurodiversity Team	Mental Health Support Team	School Nursing Team
Sensory Impairment Team	Multi-Agency Behaviour Support Service	Inclusion Outreach Team

Each year, we have two Trainee Educational Psychologists working alongside our school's Educational Psychologist. They provide additional support and training for staff and also work with some children, assessing their needs to ensure the best possible care and guidance.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as day trips, residential and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. School Council.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Our Pastoral Team

Our Inclusion Team

Our Pastoral Team is here to help children with any problems that might stop them from learning. The team includes a Learning Mentor, and two Pastoral Support Practitioners.

How They Help:

The team supports children in different ways depending on what each child needs. They can:

- Work with children in the classroom or take them out to work in small groups or one-to-one.
- Help with feelings, making friends, social skills, behaviour, or problems at home.
- All practitioners are Team Teach trained.

Meet the Team:

Mrs

First skills.



Blades (Learning Mentor) is trained to help children who are dealing with loss and bereavement. She is also a Youth Mental Health Aider and provides support for emotional and social. She helps children build on their strengths and teaches self-regulation skills.

Mrs

them

and

physically as well as emotionally.



Hickley (Pastoral Practitioner) is trained in Autism Awareness and Mental Health support. She helps children in class with regular check-ins and gives time to talk if they are upset. She also leads on out Occupational Therapy support, liaising with parents professionals to ensure children are well supported

Mrs Jones (Pastoral Practitioner) helps children in class with

	regular check-ins and gives them time to talk if they are upset. She is trained in Sensory Circuits, Autism Awareness and Precision Teaching and is able to support children with closing gaps in their learning. Mrs Jones can often be found on the drive at the beginning and end of the day supporting children as they arrive and leave school.
Inclusion Base Team (Turtles)	Miss Say is a class teacher who is leading the Inclusion base with a team of other staff members. She has had many years' experience of teaching children with Neurodiverse needs within mainstream classes, particularly children who are non-verbal. Miss Say is working closely with local alternative provisions and special schools to develop personalised learning for children using Turtle Room. Miss Say has had training in PICA, Epilepsy and Allergies. Mrs Ball is able to support children in class and can offer regular check-ins and help to co-regulate children when they are feeling overwhelmed by their emotions. She has had training in Attachment Awareness, Restorative approaches, Emotion Coaching and Relational Practice. Mrs Ball is also trained in Autism Awareness, PICA, TACPAC and is a paediatric first aider. Mrs Jeal has worked in Turtle room for a significant number of years and has previously led the room with another staff member. She has been trained in Autism Awareness or 'Bucket time', PICA, TACPAC, and Curiosity Cube. Mrs North and Miss Pilgrim are class teaching assistants that are able to support children in the Inclusion Base. Their kind and nurturing natures enable the children to feel safe and cared for, along with fun personalities to help make the learning engaging. They have been trained in Autism Awareness - 'Bucket Time', TACPAC, PICA and are both First Aid Trained.
	We take bullying very seriously and always try to deal with it quickly. Some children, especially those with Special Educational Needs (SEN), might find it harder to ask for help if they are unhappy or feel they are being bullied. To help with this, teachers use activities like circle time or 'talk time' where children can share their worries. Children can also tell their class teacher or another staff member they trust about their concerns. If staff think a child has a worry they aren't talking about, they might ask the Welfare team to help.

Bullying											
 Child We Care For (CWCF) with SEND	Ms Nikki Ludlam (SENDCo) is the school's Designated Teacher who works to ensure all teachers in school understand the implications for those children who are cared for by the Local Authority and have Special Educational Needs (SEN). We work closely with the Virtual School, which helps make sure everything is in place for children in care. Sometimes, SEN needs are not known when a child first comes into care, so we work with carers to find out what they need and provide support. Children in care with SEND have a Personal Education Plan (PEP), which is reviewed every term to check their progress and support. This is part of their Care Plan, which is managed by the local authority. If a child in care with SEN needs extra help, like an Education, Health, and Care Plan (EHCP), we make sure this is done quickly.										
 Complaint Procedure	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to one of the Senior Leaders; the Deputy Head Teacher (Mr Cowell), or the Inclusion Leader and SENCo (Ms Ludlam) If they cannot solve your issue, then an appointment can be made to speak to the Headteacher (Mr Vaghela). If you are not happy with the response, then you may contact the governors through the school office. Mr A Starr – Chair of Governors Mrs E Brennan – SEND Governor										
 Portsmouth Local Offer	The Portsmouth Local Authority Local Offer can be found at https://portsmouthlocaloffer.org/ <table border="1" data-bbox="451 1675 1482 1957"> <tr> <td>Portsmouth SEN Team</td><td>023 9284 1238</td></tr> <tr> <td>School Nursing Team</td><td>0300 1236629</td></tr> <tr> <td>Neurodiversity Team</td><td>02392 606051</td></tr> <tr> <td>SENDIASS (Independent Parent support)</td><td>023 9323 3656</td></tr> <tr> <td>Portsmouth Parent Voice</td><td>023 9435 0257</td></tr> </table>	Portsmouth SEN Team	023 9284 1238	School Nursing Team	0300 1236629	Neurodiversity Team	02392 606051	SENDIASS (Independent Parent support)	023 9323 3656	Portsmouth Parent Voice	023 9435 0257
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Feedback

Ofsted March 2024:

“Teachers plan well-structured lessons which enable pupils with special educational needs and/or disabilities (SEND) to achieve well. In subjects such as computing, pupils with SEND are well supported to understand internet safety and to make wise choices over the use of apps”.

“Children in the early years, including those with SEND, develop their social skills thanks to strong and productive relationships with adults”.

“Pupils with behavioural challenges and SEND are supported effectively by adults to understand their feelings and manage their own behaviour”.

Parents feedback:

“The staff at Portsdown are always helpful and caring. They have been a fantastic support to my son and me. The teachers work hard with the children to make sure they have the help they need”.

Parent of Year 2 pupil.

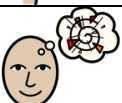
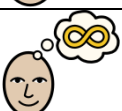
“We are so pleased with what our son has achieved through the support from the staff in the school. He has had extra one to one sessions and the class teacher has given us things we have been able to use at home to support him. We're so glad to have SEN support to help him and this shows how well things work.”

Parent of year 1 pupil.

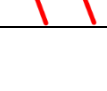
“Thank you to each and every one of you. Sometime or another you have had all helped my children whether it be in school or the nursery. I cannot thank the teachers, nursery staff, TA's literally all of you enough for your help and support you have given me all these years. The school has backed me with my son's needs when no one else would and got him where he is today and where he needs to be. From The bottom of our hearts, we thank you all.”

Parent of Year 6, Year 5, Year R and Nursery pupils

Glossary of commonly used SEND acronyms

	Acronym	Description
	ADD	Attention Deficit Disorder
	ADHD	Attention Deficit and Hyperactivity Disorder
	ASD or ASC	Autistic Spectrum Disorder/Condition

	CAMHS	Child and Adolescent Mental Health Service
	CiN	Child In Need
	C&L	Cognition and Learning
	C&I	Communication and Interaction
	CP	Child Protection
	CWCF	Child We Care For (Previously Looked After Child LAC)
	DCD	Developmental Co-ordination Disorder
	EAL	English as an Additional Language
	EH	Early Help (Replacing SAF/CAF)
	EP	Educational Psychologist
	FSM	Free School Meals
	FSP	Family Support Plan
	HI	Hearing Impairment
	LEA	Local Education Authority
	MLD	Moderate Learning Difficulty
	ODD	Oppositional Defiance Disorder
	OT	Occupational Therapist
	PP	Pupil Premium
	S&P	Sensory and/or Physical Needs
	SEMH	Social, Emotional and Mental Health
	SaLT	Speech and Language Therapy

	SEN	Special Educational Needs
	SEND	Special Educational Needs and Disability
	SENCo	Special Educational Needs Co-ordinator
	SpLD	Specific Learning Difficulty
	TAF	Team Around the Family
	VI	Visual Impairment

Glossary of SEND terms

Meaning	
Access Arrangements	Access arrangements are special arrangements, or reasonable adjustments, which a small number of disabled students are entitled to in their public exams. The intention is that students can demonstrate their ability in an area without their disability being a barrier.
Age Weighted Pupil Unit (AWPU)	The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils.
Alternative Provision (AP)	An AP teaches children and young people who are not able to attend a mainstream school. This could be because they have behavioural difficulties, a short or long-term illness or have been excluded.
Annual Review	Under the Children and Families Act 2014 local authorities must carry out a review of every Education Health and Care plan at least once every 12 months.
Area of Need	Area of Need is the name for the four broad categories used to describe a pupil's SEND. They are: • communication and interaction • cognition and learning • social, emotional and mental health • sensory and physical
Child and Adolescent Mental Health Service (CAMHS)	CAMHS are NHS services that assess and treat children and young people with emotional, behavioural or mental health difficulties
Children and Families Act 2014	The Children and Families Act 2014 became law on 1st September 2014. Part 3 of the Act sets out the law on SEND. The Act is supported by the SEND Code of Practice: 0-25 Years.
Compulsory School Age	A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which

	they become 16, provided that their 16th birthday falls before the start of the next school year.
Disagreement Resolution	Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.
Early Help	Early Help is the name of an assessment and offer of support of a family to help identify needs and offer intervention at an early stage.
Early Years Foundation Stage (EYFS)	The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1 when programmes of study for Key Stage 1 are taught.
Education Health and Care Needs Assessment (EHCNA)	The initial assessment carried out by the Local Authority, for deciding whether a child or young person needs an EHC plan.
Elective Home Education (EHE)	Elective home education is a term used to describe a choice by parents to provide education for their children at home. A child who is EHE will not be on role at a school. Can be called Home Schooling.
First Tier Tribunal (SEN & Disability)	The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.
Graduated Approach	The SEND Code of Practice states that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of: • Assess • Plan • Do • Review
High Needs Funding/High Needs Top-Up Funding	High needs funding is the funding that Local Authorities use to pay for special school places. High needs top-up funding is additional funding paid directly by the Local Authority for some high needs pupils.
Information, Advice and Support Service (IASS or SENDIAS)	SENDIAS services provide information, advice and support to children and young people with SEN and their parents. They provide impartial advice on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, SENDIAS Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.
Key Stage	A key stage is a stage of education. They are separated in age as follows:

	• Early Years Foundation Stage (EYFS) - Nursery and Reception year • Key Stage 1: 5-7 years old, school years 1 and 2 • Key Stage 2: 7-11 years old, school years 3 – 6 • Key Stage 3: 11 – 14 years old, school years 7 – 9 • Key Stage 4: 14 – 16 years old, school years 10 – 11 • Key Stage 5: 16 – 18 years old, school years 12 – 13
Child We Care For (CWCF)	The term 'child we care for' refers to children, under 18, who have been provided with care and accommodation by children's services. Previously Looked After Child (LAC)
Inclusion Base	An inclusion base is an alternative learning space within a mainstream school that provides targeted support for pupils with specific special educational needs and disabilities. Pupils access tailored teaching and interventions in the base whilst remaining part of the mainstream school community, with personalised timetables that balance time between specialist support and learning alongside their peers. The base enables pupils to develop the skills and confidence needed to successfully access mainstream education whilst maintaining their sense of belonging to the whole school.
Local Authority	Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities.
Local Offer	The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.
Mainstream School	This is a school that provides education for all children, whether or not they have special educational needs or disabilities.
Mediation	A form of disagreement resolution for parents and young people considering appealing decisions about EHC Plans. Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about: • a decision not to carry out an EHC needs assessment • a decision not to draw up an EHC plan • the content of a final EHC plan or amended plan • a decision not to amend an EHC plan • a decision to cease to maintain an EHC plan. Mediation must also be provided on the health and social care elements of an EHC plan.
Outcome	Outcomes describe the difference that will be made to a child or young person as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).
Pre-Key Stage Standards	Pre-Key Stage Standards are used to assess the progress of children between the ages of 5-11 who have SEND and whose abilities do not yet reach the Key Stage of the National Curriculum that they are in. Pre-Key

	Stage Standards are used to assess children at the end of Key Stage 1 and Key Stage 2.
Personal Budget	A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care.
Portage	Portage is home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services.
Pupil Premium	Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils. Schools get pupil premium funding based on the number of pupils they have in January each year who receive free school meals and / or are Looked After and previously Looked After.
Reasonable Adjustments	Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment)
Special Educational Needs and Disabilities (SEND)	Special educational needs often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.
SEND Code of Practice	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities. The government website publishes: • a full copy of the Code • a shorter version for parents
Special Educational Needs and Disabilities Coordinator (SENDCo)	A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
SEND Team	The SEND Team, which often have a name unique to the Local Authority, are the team responsible for the EHC assessments, plans, reviews and placements. You should be able to find the contact details for the SEND Team through the Local Offer.
Special Educational Provision	Special education is any educational or training provision which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support. Some children and young people may need extra help which is not special educational provision such as having medication at school. As this

	is not support with education or training it would not be classed as special educational provision.
Specialist Provision	Schools which are specifically set up to provide education for pupils with SEND. These schools have specific criteria and places are agreed and allocated by the local authority.
Statutory Guidance	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow
Transition Planning	Preparation for moves between phases of education or for adult life.