Gillingstool Primary School – SEND Glossary of Terms

Parent and carer guide Based on the SEND Information Report 2026–27

This glossary explains the key abbreviations, terminology and roles used in our SEND Information Report.

SEND abbreviations and acronyms

Term	Meaning / explanation
SEND	Special Educational Needs and Disabilities – additional needs that may affect a child's learning, development or participation in school.
SEN	Special Educational Needs – learning difficulties or disabilities that require special educational provision.
SENDCo	Special Educational Needs and Disabilities Coordinator – the member of staff responsible for coordinating SEND provision across the school.
APDR	Assess, Plan, Do, Review – a four-stage cycle used to identify needs, provide support and evaluate its impact.
EHCP	Education, Health and Care Plan – a statutory legal document setting out a child's needs, intended outcomes and required special educational provision.
EHC Needs Assessment	Education, Health and Care Needs Assessment – a formal assessment undertaken by the Local Authority to consider whether an EHCP is required.
ROC	Record of Concern – a document completed by school staff when concerns about a child's development, learning or wellbeing are identified.
SEMH	Social, Emotional and Mental Health – one of the four broad areas of SEND, including needs relating to emotional regulation, anxiety, attention and relationships.
LAC	Looked After Child – a child who is in the care of a Local Authority.

PLAC	Previously Looked After Child – a child who was previously in care and has since left care through specified legal arrangements.
PEP	Personal Education Plan – a document used to support and monitor the education of a looked-after child.
EHAP	Early Help Assessment Plan – a coordinated approach to identifying and addressing additional needs affecting a child or family.
TAF	Team Around the Family – a meeting involving the family and relevant professionals to coordinate support.
CPD	Continuing Professional Development – training and learning opportunities that develop staff knowledge and expertise.
LA	Local Authority – the council responsible for statutory services, including SEND assessments and EHCPs.

Key SEND terminology

Term	Meaning / explanation
Universal Provision	High-quality, inclusive teaching and support available to every child.
Targeted Support	Additional support or interventions for children who need something beyond ordinary classroom provision.
Specialist Support	Advice or provision from professionals with specialist expertise in children's additional needs.
Graduated Approach	A structured process in which support is assessed, planned, implemented and reviewed regularly.
Adaptive Teaching	Adjusting teaching methods, resources and approaches to respond to individual learning needs.
Scaffolding	Temporary support that helps children complete learning tasks and develop independence.
Reasonable Adjustments	Changes to teaching, resources or the environment to reduce disadvantages experienced by disabled pupils.

Pupil Profile	A working document outlining a child's strengths, needs, helpful strategies and appropriate adjustments.
Support Plan	A document identifying a child's individual targets, additional provision and arrangements for reviewing progress.
Intervention	A planned programme or activity designed to address an identified learning or developmental need.
Inclusive Teaching	Teaching that enables children with different strengths and needs to access learning and participate meaningfully.
Equity	Providing each child with the resources, adjustments and support they need, rather than giving every child identical support.
Co-production	Children, parents, carers and professionals working together to develop and review support.
Annual Review	The statutory process for reviewing an EHCP, including progress, outcomes, needs and provision.
Transition	The process of preparing and supporting children when moving between classes, schools or stages of education.
Local Offer	Information published by the Local Authority about SEND services, provision and support available locally.
Accessibility Plan	A school plan setting out how access to the curriculum, physical environment and information will be improved.

The four broad areas of SEND

Term	Meaning / explanation
Communication and Interaction	Needs relating to speech, language, communication and social interaction.
Cognition and Learning	Needs affecting how children understand, process, remember or apply information, including specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health (SEMH)	Needs relating to emotional wellbeing, regulation, attention, anxiety and relationships.
Sensory and/or Physical Needs	Needs associated with hearing, vision, sensory processing or physical development and mobility.

Roles and responsibilities

Term	Meaning / explanation
Executive Headteacher	Provides strategic leadership and oversight of SEND and inclusion across the federation.
Head of School	Oversees the day-to-day leadership and implementation of inclusive provision within the school.
SENDCo	Coordinates SEND identification, provision, assessment, support planning and reviews.
Class Teacher	Holds day-to-day responsibility for teaching, supporting and monitoring the progress of every child in their class.
Teaching Assistant (TA)	Supports learning, participation and independence under the direction of teaching staff.
Designated Teacher for Looked After Children	Promotes the educational achievement of looked-after and previously looked-after children.
Educational Psychologist	A specialist professional who helps schools understand children's learning, development and additional needs.
Family Link Worker	Supports communication and partnership between families, the school and other services.
Mental Health Practitioner	Provides support relating to children's emotional wellbeing, including transition support where appropriate.

Virtual School	A Local Authority service that supports the educational achievement of children in care and certain previously looked-after children.