



Glossary of SEND Terms

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
Autism Spectrum or Autism Spectrum Condition	Sometimes referred to as ASD (Autism Spectrum Disorder).
Children and Adolescent Mental Health Service (CAMHS)	CAMHS assess and treats children and young people with emotional, behavioural or mental health difficulties.
Code of Practice	This refers to the document which sets out the legal responsibilities of schools and local authorities in working with children with SEN/D needs. A copy can be found here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
CPD Continuing Professional Development	This is the ongoing training and support that staff receive to develop their skills. This may be delivered by external specialists or by skilled practitioners already working within the school.
Developmental Delay	A delay in reaching the normal stages of development, for example sitting, talking or walking. Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books, topics
Differentiated Curriculum	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books, topics and materials. Children therefore may all learn in the same classroom but take part in different activities or use different resources in order to make the most progress. This is what is meant by a differentiated curriculum.
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 plan (EHC plan)	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.
EHCP Needs Assessment	This is the assessment carried out by the Local Authority in order to decide whether or not a child would benefit from having an EHCP. All specialists working with a child are asked to contribute to this process. Following this, the Local Authority will decide whether or not to issue an EHCP.
EP Educational Psychologist	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.
Fine Motor Skills	Small movements of the body, for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
First Tier Tribunal (SEN and 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.
Formative Assessment	This is the ongoing daily and weekly assessments carried out by teachers. This can be through marking, through working with a child in a lesson or through questioning to check understanding. See also: Summative Assessment
Global Delay	A general delay in acquiring normal developmental milestones.
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
Gross Motor Skills	Whole body actions for example playing games, swimming or riding a bicycle.
HI Hearing Impairment	A degree of hearing loss.
High Needs Funding and High Needs Top-Up Funding	High needs funding is the funding that LA use to pay for special school places. High needs top-up funding is additional funding paid directly by the LA for some high needs pupils.

Inclusion	Inclusion is used to mean different things. Generally, inclusion refers to the extent to which learning and being part of school life is accessible to children with different needs. Inclusion can also be used to talk about children being integrated (part of) 'mainstream' school or lessons.
Individual Education Plan (IEP)	A document that schools can use to outline and monitor the support they provide to a child or young person. It is a non-statutory document meaning that schools can choose if and how they use it. They can also have different names such as; Provision Maps
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.
Intervention	Interventions are different activities, tasks or mini-lessons which help children with different needs to make extra progress. These usually take place on a regular basis for a set amount of time and are reviewed regularly to see if the child is still making progress and needs this level of help.
Key Stage	A key stage is a stage of education. They are separated in age as follows: 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
LA / Local Authority / Authorities	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
Looked After Children (LAC)	The term 'looked after' refers to children, under 18, who have been provided with care and accommodation by children's services.
Mainstream school	This is a school that provides education for all children, whether or not they have special educational needs or disabilities.
Maintained School	Schools in England that are funded by a local authority including any community, foundation or voluntary school, community special or foundation special school.
Makaton	Makaton is a language programme designed to provide a means of communication

Mediation	<p>A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.</p> <p>Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p> <ul style="list-style-type: none"> 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 <p>Mediation must also be provided on the health and social care elements of an EHC plan</p>
OT Occupational Therapy/ist	<p>An Occupational Therapist is a specialist who may advise school on how to support children in development of fine and/or gross motor skills. They might also advise on equipment or programmes that will support this development.</p>
Outcome	<p>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).</p>
Parent Carer Forum	<p>A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. For more information on your areas Parent Carer Forum visit http://www.nnpcf.org.uk/</p>
Parent Voice	<p>This is used to describe parents having their say in their child's learning. This includes any kind of communication between school and home which may be informal through chats, notes or emails or more formal through meetings and Annual Reviews.</p>
Parental Responsibility (PR)	<p>Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.</p>
Personal Budget	<p>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.</p>
Provision Map	<p>A provision map is a tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.</p>
Pupil Premium	<p>Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils.</p> <p>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</p>

Pupil Progress Meetings	Pupil Progress Meetings are held regularly between members of the SLT (see below) and class teachers. In these meetings, staff look at the progress children are making in their various assessments and consider what additional support may help them to thrive in school.
Pupil Voice	This is used to describe children having their say about their own learning. This can be informal, such as chatting to their teacher, writing about their feelings or talking to teaching assistants or it may be more formal such as taking part in Annual Reviews.
QFT Quality First Teaching	Quality First Teaching refers the range of approaches, resources and strategies that are used by all teachers to support any learners in their class who may need extra help.
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)
SALT Speech and Language Therapist	Speech and language therapy provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
School Health	School Health Nurses can provide assessment of medical needs, guidance for parents and school staff and signpost to other NHS services that may be beneficial for a child.
SEN Register	This is a list of children who are formally recognised and recorded as having Special Educational Needs and requiring consistent support above and beyond that required by most of their peers. All children with EHCPs are on the SEN Register. All children at SEN Support level are also on the SEN Register.
SEN Support	Special Educational Needs Support is a category used by school to record and report the level of support given to different children. This is prior to receiving Top Up Funding or an EHCP. Children at SEN Support level are part of the school's SEN register.
SEN/D	Special Educational Needs and/or Disability
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.
SEND Information Report	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.
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.
SENCo / Special Educational Needs Coordinator	A SENCO is responsible for the day-to-day operation of the school's SEN policy.
SI / Sensory Impairment	Partial or complete loss of a sense/s e.g. hearing or sight.

SLT / Senior Leadership Team	These are the teachers who are responsible for running and managing the school including the Head Teacher, Assistant Head, SENDCo and School Business Manager.
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.
Special School	A school which is specifically set up to provide education for pupils with SEND.
Special Educational Needs and Disabilities Coordinator (SENCo/SENDCo)	A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
Special Educational Provision	<p>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.</p> <p>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.</p>
SpLD / Specific Learning Difficulties	General learning abilities are in line with peers but a child has a difficulty with a specific area of their learning. For example, Dyslexia or Dyscalculia.
Summative Assessment	These are more formal assessments such as end of unit tests or end of year exams. See also Formative Assessment
TA / Teaching Assistant	Teaching assistants are trained to support children with their education. Teaching assistants may work 1:1 or in groups with children for a variety of reasons. They may also occasionally teach the whole class to allow teachers to work closely with individual pupils.
Transition planning	Preparation for moves between phases of education or for adult life
VI / Visual Impairment	Partial or complete loss of sight.