



# SEND Jargon Buster

## A

### **Academy**

A state funded school which reserves its funding from and is owned and controlled by central government, not a local authority.

### **ADD**

Attention Deficit Disorder

### **ADHD**

Attention Deficit Hyperactivity Disorder

### **Advice**

Written reports from parents, teachers and other practitioners on a child's special educational needs and disabilities

### **Advocacy/Advocate**

Support for people to help express their views. A person who can put forward a case on someone's behalf.

### **AEN**

Additional Educational Needs

### **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. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.

### **ALS**

Additional Learning Needs

### **Annual Review**

The process of ensuring that an Educational Health Care Plan (EHCP) of special educational needs and disabilities continues to describe the child's needs and how they should be met through a meeting held once a year. Note an EHCP is the new term for a Statement.

### **Appeal**

To challenge a decision you don't agree with using the law.

### **ASC**

Autistic Spectrum Condition

### **ASD**

Autistic Spectrum Disorder

### **Assessment**

Finding out what a child's needs are, what they can do and struggle with, usually through observing them at home, school and settings and talking with people who know the child well.

### **Attendance**

Every school has a responsibility for attendance and inclusion. Where a child is permanently excluded from a school, the local authority has a responsibility for this child to receive education no later than the sixth school day of the exclusion.

## B

### **BESD**

Behavioural, Emotional and Social Difficulties

### **BSL**

British Sign Language

**BSP**

Behaviour Support Plan

**C****CAMHS**

Child and Adolescent Mental Health Services

**CAF**

Common Assessment Framework – A method of assessment which can be used by social services, health or education. It is a non-statutory assessment

**Care Plan**

A record of the health and/or social services being provided to a child or young person

**Carer**

A person(s) directly responsible for looking after an individual who is unable to care for themselves.

**Carer's Allowance**

A means-tested benefit awarded if you are caring for someone at least 35 hours a week. Other criteria may apply.

**CCG**

Clinical Commissioning Group

**C&F Act (Children & Families Act 2014)**

An Act which reforms legislation to introduce changes that affect how children and young people with special educational needs and disabilities get the services and support they need.

**C & I**

Communication and Interaction (*a SEND area of need*)

**C & L**

Cognition and Learning (*a SEND area of need*)

**CDC**

Child Development Centre

**Code or CoP (Code of Practice 2015)**

The Code of Practice is a document designed to help families, schools, local authorities, health services and other organisations make effective decisions regarding children with special educational needs and disabilities. This contains statutory guidance on the Children and Families Act 2014.

**Compulsory school age**

Broadly speaking, a child from 5-16 years old must be in education during this time. 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.

**Children Disability Service**

Social care service headed up by disability social workers.

**Collaborative**

Working with others to do a task and to achieve shared goals.

**CP - Clinical Psychologist.**

Clinical psychologists are interested in difficulties that children present that appear to be related to their life in general rather than specifically at school. For example, if a problem existed outside of school, or there was a strong feeling that the difficulties they were having were related to more global issues, then that would be where a clinical psychologist could help.

**CSDPA**

The Chronically Sick and Disabled Persons Act 1970. This is one of the main acts of parliament that entitle disabled people to social care.

## **CYP**

Children and Young People

## **D**

### **DBS Checks (Also called Disclosure)**

Look into a person's past, checking for any convictions, cautions, reprimands and warnings the person may have received. This person gives permission to have the check carried out when they apply for a job that requires a DBS check for example working in a school.

### **DDA**

Disability Discrimination Act

### **DLA**

Disability Living Allowance

### **DFE**

Department for Education

### **Direct Payments**

Payments that allow you to choose and buy the services you need yourself, instead of them being provided by the local authority. Direct payments may be available for health care, social care and for special educational provision in an EHCP.

### **Disagreement Resolution (Dis Res)**

The dispute resolution service offered by a local authority to resolve disagreements between parents and the local authority NB. This is not always an independent service and it does not necessarily mean mediation which has a specific meaning (see M)

### **Disability Rights Code of Practice for School/Disability Rights Code of Practice for post 16 provision**

Both explain how to avoid disability discrimination in education.

## **E**

### **EA 1996**

Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However, there is a transition period until 2018. This means, for example, that Statements of Special Educational Need that were in place before 1st September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.

### **Early Years**

Birth to 5 years old

### **Early Years Provider**

A provider of early education places for children under five. This can include state funded and private nurseries.

### **Early Years Action/ Action Plus**

This describes the additional or different support for children with SEN given by early years settings under the previous (2001) SEN Code of Practice. This support was for children with SEN who did not have a Statement of Special Educational Need.

### **EYFS**

The Early Years Foundation Stage. A statutory framework which covers children both in pre-school settings and in reception classes up to their fifth birthday.

### **EFA**

The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.

The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

### **EHC Needs Assessment**

An assessment of education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

**EHCP**

An education, health and care plan as defined in section 37 (2) of the Children and Families Act 2014.

**EHA**

Early Help Assessment – formerly known as CAF.

**EHE**

Elective Home Education

**ENT**

Ear Nose and Throat.

**EP - Educational Psychologist.**

A professional employed by the local authority to assess a child's special educational needs and to give advice to school settings on how these needs can be met.

**EqA or EQA**

The Equality Act 2010

**EWO**

Education Welfare Office

**F****FE - Further Education**

FE Full or part-time education for people over compulsory school age. The FE sector includes further education colleges, sixth form colleges, specialist colleges and adult education institutes. It does not include universities.

**Free School**

A type of Academy

**FSM**

Free School Meals

**G****GDD**

Global Development Delay is when a child has not met two or more developmental milestones across all areas of development.

**GLD**

Global Learning Delay describes the condition in which children are significantly delayed in all areas of development.

**Graduated Response**

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective provision in place. This SEN Support should take form of a four-part cycle (assess, plan, do, review) to help gain better understanding of the pupil's needs and tailor support accordingly. Schools must show evidence of a graduated response whereby they have sought advice, put appropriate interventions in place and evaluated progress before requesting additional or alternative provision through an EHC assessment

**H****HI**

Hearing Impairment

Holistic

Considering all factors (the whole and not just part) contributing to a situation or circumstance.

**Home Authority**

This usually means the local authority in which a child or young person is ordinarily resident (and which therefore has the responsibility to a child or young person under the Children and Families Act 2014

**I****IEP - Individual Educational Plan.**

A plan which sets out the support a child is receiving in their school or other setting. There is no specific requirement for children with SEND to have a plan called an IEP under the Code but children with SEND may still have IEP's

## **Implementation**

Making something that is set out as a legal requirement happen.

## **Inclusion**

When anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.

## **Independent School**

A school that is not maintained by a local authority.

## **ISW - Independent Social Worker**

A social worker who works independently from any authority.

## **J**

### **Joint Commissioning**

Working collaboratively across agencies to assess need, identify resources available, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.

### **JSNA – Joint Strategic Needs Assessment**

Assessment of the current and future health and social care needs of the local community.

## **K**

### **Key Stages**

The different stages of education that a children or young person passes through.

EYFS – age 0-5years (Nursery or reception/foundation class)

Key Stage One – age 5-7yrs (Years 1 and 2)

Key Stage Two – age 7-11yrs (Years 3,4,5 and 6)

Key Stage Three – age 11-14yrs (Years 7,8 and 9)

Key Stage Four – age 14-16yrs (Years 10 and 11)

Key Stage Five – age 16-18yrs (Sixth Form)

### **Key Worker**

A trained individual who provides personalised support, co-ordination and/or advocacy for disabled children and young people and their families.

## **L**

### **LA – Local Authority**

Also known as Council or Local Government – A local authority is responsible for managing services in your area i.e. The London Borough of Hillingdon

LAC

A looked after child can be either fostered or in the care of the local authority.

### **The Local Area**

The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist's services, early year's settings, schools and further education providers. Local Areas are subject to inspection by the Care Quality Commission (CQC) and Ofsted in terms of their effectiveness in identifying and meeting the needs of children and young people who have special educational needs and disabilities.

### **LDA's**

A Learning difficulty assessment under section 139A Learning and Skills Act 2000. An assessment made to determine what additional support young people with learning difficulties need in order to access education beyond school. From September 2014, these will be replaced by EHCP's. All LDA's should have been replaced by 2017.

### **LSA**

Learning Support Assistant, also sometimes called Teaching Assistant ("TA").

### **Learning Difficulties**

Problems or conditions which make learning harder than it is for most people.

**Local Offer**

A directory/website outlining the provision available in the local area for SEND. All areas will have a Local Offer, however sometimes it may have different names i.e. The London Borough of Hillingdon's Local Offer is now called "Connect to Support".

**LSS – Learning Support Services**

An inclusion support service available to schools consisting of specialist teachers who offer consultancy, advice and training around many aspects of learning.

**M****Mainstream School**

A school which is for children, not just with special educational needs.

**Mediation**

Where a trained person helps to sort out any area of conflict. A method of seeking to resolve disagreements by going to an independent mediator. Mediation must be offered to a parent or young person in relation to an EHCP. Mediation is not compulsory for the parent or young person but they will need to consider mediation before appealing the educational parts of an EHCP in most cases.

**Mediation advice**

The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.

However, it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.

You can find more information on mediation advice in the SEND Code of Practice 11.21 to 11.25.

**Maintained School**

Schools that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.

**MLD**

Moderate learning difficulties – not a legal term but often used in relation to the description of a school i.e. and MLD school.

**Must**

The SEND Code of Practice says in Section i of the Introduction:

...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.

This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.

**N****National Curriculum**

The framework which sets out standards and appropriate levels of achievement for children's education. It also determines how performance will be assessed and reported. Children's expected progress is currently determined by reference to standardised national curriculum "levels" which prescribe the expected attainment for pupils in each year group.

**Non-Statutory**

Not regulated by law.

**Notional Budget**

An amount of money that is held by a school and is used for all children on the SEND register as the school feels appropriate.

**O****OFSTED**

Office for Standards in Education, Children's Services and Skills. This is the body which inspects and regulates services which care for children, young people and those providing education and skills for learners of all ages.

## **Outcomes**

Section 9.66 of the SEND Code of Practice says:

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.

## **OT - Occupational Therapist.**

Trained to give advice on equipment, adaptations and activities to support the learning/social development of people with physical, emotional or behavioural difficulties.

## **OCD**

Obsessive Compulsive Disorder

## **ODD**

Oppositional Defiance Disorder

## **P**

### **'P' Levels**

Performance levels used to assess a child who is not yet within the national curriculum levels of attainment.

## **Paediatrician**

A doctor who specialises in children's health and may be responsible for the continuing carers with SEND both before school entry and in special and mainstream schools.

## **PMLD**

Profound and Multiple Learning Difficulties.

## **PB – Personal Budget**

Money that is allocated to individuals to meet assessed needs in place of services that would otherwise be provided directly to the individual by statutory bodies. A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHCP.

## **PD**

Physical Disability

## **PDA**

Pathological Demand Avoidance

## **Personalisation**

Putting the person at the heart of decision making and enabling people to have choice and control over their lives and support. Person centred practices and personal budgets are part of this approach.

## **PDD**

Pervasive Development Disorder

## **Portage**

Home-based educational support for pre-school children with SEND.

## **Panel**

A decision making body who meet to match criteria for services, i.e. short breaks, EHC assessment.

## **PECS**

Picture Exchange Communication System

## **PP**

Pupil Premium (EPP is Enhanced Pupil Premium) is grant funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

## **R**

### **RB**

Responsible body of a school, usually the board of Governors.

### **Reasonable Adjustments**

Reasonable adjustments are changes schools and other settings are required to make which could include changes to physical features e.g. adding a ramp or support aids.

### **Respite**

The provision of short-term temporary relief to those who are caring for family members who might otherwise require permanent placement in a facility outside of their home. This can include residential provision, personal assistants, short breaks or support workers.

## **S**

### **School Action/Action Plus**

This describes the additional or different support for children with SEN given by schools under the previous (2001) SEN Code of Practice. This support was for children with SEN who did not have a Statement of Special Educational Need.

### **SEND**

Special Educational Needs and Disabilities

### **SEN**

Special Educational Needs

### **SEN 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.

The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.

### **SEN Support**

SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

### **SEND Tribunal**

The First-tier Tribunal, Special Educational Needs and Disability – sometimes referred to by its former name “SENDIST”.

### **SENDIAS**

Special educational needs and disabilities independent advocacy service often known as Parent Partnership too.

### **SEP**

Special Educational Provision.

### **SLD**

Severe Learning Difficulties – not a legal term but often used in relation to the description of a school, i.e. an SLD School

### **SLT OR SALT**

Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist, trained to give specialist assessment and advice for children with communication difficulties.

### **SEND Reforms 2014**

The SEND reforms aim to deliver a simpler, joined up, person centred system for the provision of education, health and social care for children and young people from age 0 – 25 with special educational needs and disabilities.

### **SENCo – Special Educational Needs Co-ordinator OR**

### **SENDCo – Special Educational Needs and Disabilities Co-ordinator**

The teacher with responsibility for the co-ordination and planning of the special educational needs provision within school or early years setting. Every school or early years setting has a SENDCo.



## **SEMH**

Social Emotional and Mental Health Needs (*a SEND area of need*)

## **Signposting**

Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly. When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.

## **Special School**

A school which is specifically organised to make special educational provision for pupils with SEN.

## **Specialist Provision**

Specialist provision generally refers to support and services provided by specialists in education, health or social care following individual referral and specialist assessment.

## **Short Breaks**

An opportunity for parents and carers of a disabled child to have a break from their caring arrangements, and for their child to have a positive and enjoyable experience. Also known as respite.

## **Short Breaks Statement**

An annual publication outlining the short breaks that a local authority offer.

## **Statutory Guidance**

Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

## **T**

### **TAC**

Team around the child meeting.

### **TAF**

Team around the family meeting

## **Transfer Review**

A transfer review replaces the annual review in the academic year that the child or young person transfers to the new SEND system.

A transfer review involves an EHC needs assessment to decide what outcomes and provision need to be included in the EHC plan. This should include education, health and social care needs.

You, your child or the young person must be invited to a meeting as part of the transfer review.

A transfer review ends when the local authority sends you (or the young person) a copy of the EHC plan, or when it informs you (or the young person) that an EHC plan will not be issued.

Each council publishes a local transition plan to explain how and when transfer reviews for children and young people with Statements of Special Educational Need will happen.

## **Transition**

When a young person moves from class to class, a different setting or children to adult services.

## **Tribunal**

An independent body which hears appeals against decisions made by the local authority on statutory assessments & EHCP's.

## **U**

### **Universal Services**

Services provided to all children and young people in the area.

## **V**

### **VI**

Visual Impairment