

Glossary of Teaching Terms/Abbreviations

AfL- Assessment for Learning- the process of seeking and interpreting evidence for use by children and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Annual Review- The process of ensuring that a Statement of Special Educational Needs/Education Health and Care Plan continues to describe the child's needs and how they should be met through a meeting held once each year.

ARE- Age Related Expectations

Behaviour Support Plan- A plan coordinated by schools for the development of long lasting help to those who have difficulty in learning and working alongside others.

British Values- According to Ofsted, 'fundamental British values' comprises; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. This must run throughout the schools ethos and curriculum.

CAMHS- Child and Adolescent Mental Health Services

Carer- A person who is looking after a child but isn't their birth parent.

LAC- Looked After Children. In the care of the local authority for more than 24 hours. Legally, this could be when they are: living in accommodation provided by the local authority with the parents' agreement.

CP- Child Protection- the protection of children from violence, exploitation, abuse and neglect.

CPD- Continuous Professional Development- refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply.

CRB- Criminal Records Bureau (now known as DBS- Disclosure and Barring Service)- helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

DfE- Department for Education

Differentiation- The way in which the early years setting/school's curriculum and teaching methods are adapted to meet the specific needs of a child.

Disagreement resolution (mediation)- Arrangements which all local authorities must provide to help prevent or resolve disagreements between parents/carers whose children have Special Educational Needs and the local authority or school. These must include an independent service with trained mediators, designed to bring the different parties together in an informal way to try to resolve the disagreement through discussion.

DT- Design Technology

EAL- English as an Additional Language- the term most widely used in schools (and other settings) for teaching English to pupils for whom English is not a first language.

Early Years- Birth to five years old

Education Caseworker- A person who is employed and directed by the Local Authority to support families with children who have a special educational need.

EHA- Early Help Assessment- a key tool in the early identification of children, young people and families who need support.

EHCP- Education, Health and Care Plan- A legal document that sets out a child's needs and the extra help he/she should receive. The plan runs from 0 – 25 years if the child or young adult remains in education.

EAL- English as Additional Language- A child should be recorded as having a first language other than English if the language or main language encountered as a baby or small child was a language other than English and they still have exposure to that language

EP- Educational Psychologist- A professional employed by the local authority or commissioned by the school / setting to assess a child's Special Educational Needs and to give advice to the Local Authority, schools and settings as to how the child's needs can be met.

EYFS- Early Years Foundation Stage- Nursery and Reception years.

FORS- Friends of Oswald Road (PTA)

Graduated approach- A model which recognises that children may need different levels of support at different stages in their early years or school lives.

G&T- Gifted and Talented

ICT- Information and Communications Technology

IEP- Individual Education Plan- A plan written by an early years practitioner/teacher/SENCO, outlining the way the child's needs are being met, and setting SMART targets and shared with parents. The IEP document is no longer a standard, compulsory document and schools can record this information however they see fit.

KS- Key Stage- KS1 age 5 – 7 "Infants", KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 -16

LA- Local Authority- eg. Manchester City Council

Learning difficulties- Problems or conditions, which make learning harder for the individual than it is for most people.

Mainstream school- An ordinary school which is for all children, not just those with special educational needs.

Maintained school- A state school. This includes community, foundation and voluntary aided schools.

MFL- Modern Foreign Language

NC- National Curriculum

NQT- Newly Qualified Teacher

OFSTED- Office for Standards in Education

OT- Occupational Therapist- A professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties.

'P' Levels- Performance levels used to assess a child who is not yet working within the National Curriculum levels of attainment.

PE- Physical Education

PEN- Parental Engagement Network

PEP- Personal Education Plan- a school based meeting to plan for the education of a child in care.

PEP- Parent Engagement Person- each class at Oswald Road is to have a parent class representative.

PP- Pupil Premium- additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

PLP- Pupil Learning Profile- A plan written by an early years practitioner/teacher/Special Educational Needs Co-Ordinator, outlining the way the child's needs are being met. The plan clearly evidences the "assess, plan, do, review" cycle which forms part of the SEND Code of Practice. The plan is shared with parent by the teacher.

PPA- Planning, Preparation and Assessment- time set aside for teachers during their timetabled teaching day to allow them to carry out planning, preparation and assessment activities.

Provision mapping- A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum.

PSHE- Personal, Social and Health Education

PSP- Pastoral Support Plan- a programme to help a child to improve their social, emotional and behavioural skills.

PTA- Parent Teacher Association

PTR- Pupil/Teacher Ratio- the number of pupils who attend a school divided by the number of teachers in the institution. For example, a pupil-teacher ratio of 10:1 indicates that there are 10 children for every one teacher.

QAC- Quality Assurance Calendar

RE- Religious Education

RRSA- Rights Respecting Schools Award- a Unicef UK programme that aims to put children's rights at the heart of schools in the UK.

SALT- Speech and Language Therapist- a professional trained to give specialist assessments, advice and treatment for children with communication difficulties.

SEN- Special Educational Needs- The needs of children who have a learning difficulty, which means that they require special educational provision to be made for them. Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from accessing the education provided for other children.

SENCo- Special Educational Needs Co-ordinator- The person responsible for the co-ordination of special educational needs support within school or early years settings.

SEND- Special Educational Needs and Disability

SIMS- Student Information Management System- designed for primary and secondary schools to be able to manage staff and student data.

SIP- School Improvement Plan- contains the targets the school has set for the next year.

SLT- Senior Leadership Team- includes the Headteacher, Deputy Headteacher, Assistant Headteachers, School Business Manager

SMART Targets- Specific, Measurable, Achievable, Realistic, Timed Targets

SMSC- Spiritual, Moral, Social and Cultural development

SPAG- Spelling, Punctuation and Grammar

SpLD- Specific Learning Difficulties- Learning difficulties in specific areas, such as dyslexia or dyspraxia.

Statement of Special Educational Needs- A legal document that sets out a child's needs and the extra help he/she should get.

TA- Teaching Assistant (TA1- Teaching Assistant Level 1, TA2, TA3, TA4)- supports children with their learning activities in the classroom. They work closely with teachers to make sure pupils enjoy learning and make progress.

TAC- Team Around the Child Meeting- bringing together different agencies into one meeting where there are concerns about a child or a family identified within a Common Assessment Framework (CAF) – but not enough for statutory intervention – to source support services and agree an Action Plan for implementation.

Assessment Terminology

EXS - Expected Standard- working **at** age related expectations

WTS - Working Towards Expected Standard- working **below** age related expectations

GDS - Greater Depth Standard- working **above** age related expectations

GLD - Good Level of Development in EYFS (Early Years Foundation Stage)

Classification of Special Educational Needs (SEN)

1. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
2. **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
3. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
4. **Sensory and/or physical** - this includes children with sensory, multisensory and physical difficulties.