



## Special Educational Needs and Disability (SEND) Jargon Buster for Parent

This document explains some of the terms and abbreviations used in special educational needs.

### **Annual Review:**

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

### **Assessment:**

Finding out what a child can and cannot do by observing them at early years setting or school and sometimes at home and by talking with people who know the child well

### **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.

### **Carer:**

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

### **Code of Practice (SEN):**

A government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs

### **CAMHS** - Children and Adolescent Mental Health Services

Your GP can make a referral to CAMHS. This is an area where the Department of Health & Department for Education work on joint initiatives.

### **Department for Education (DfE):**

A national government department

### **Differentiation:**

The way in which the early years setting/school's curriculum and teaching methods are adapted to meet the 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 SEN 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.

### **Early Years:**

Birth to five years old

### **Early Years settings:**

All pre-school education provision, such as nursery classes , day nurseries, childminders, Specialist Resource Centres including Pre-school Special Needs and Resource Team.

### **Early Years Foundation Stage:**

The framework used by all early years settings which sets out standards and provides a flexible approach which supports learning and development until the end of the reception year at school

**Education Caseworker:**

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

**Education Health Care Plan (EHC 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.

**Educational Psychologist (EP):**

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

**Further Education (FE):**

Further education (FE) is used to describe the full or part time education that occurs following compulsory post-16 secondary education, which is usually distinct from that offered in universities (higher education).

**Graduated approach:**

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

**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 as however they see fit.

**Key Stages:**

The different stages of education that a child passes through:

Early Years Foundation Stage – age 0-5 (Early years setting, Nursery and Reception);

Key Stage one – age 5-7 (Years 1 and 2);

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

Key Stage three – age 11-14 (Years 7, 8 and 9);

Key Stage four – age 14-16 (Years 10 and 11);

Key Stage five – age 16-18 (Sixth form)

**Learning difficulties:**

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

**Local authority (LA):**

A local government body that is responsible for providing education. For children with special educational needs the LA is responsible for carrying out Statutory Assessments and maintaining Statements/ECH plans

**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

**Support Officer:**

The person from the local authority who will deal with a child's case. This is the person that parents/carers and schools contact with specific queries about a child's Statutory Assessment or Education Health Care Plan

**Occupational Therapist (OT):**

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

**One Page Profile:**

This straightforward person-centred thinking tool captures what is important to the individual, together with specific detailed information about how to support them, both inside and outside the classroom. It can be reviewed annually as part of transition or when necessary.

**Paediatrician (Community Paediatrician):**

A doctor who specialises in children's diseases and may be responsible for the continuing care of children with special educational needs both before school entry and in special and mainstream schools

**Parent Partnership Service (Also known as Parent Support Service ):**

A service which provides information and support to parents/carers whose children have special educational needs. Phone the Parent Partnership Helpline **0161 209 8356**

**'P' Levels:**

Performance levels used to assess a child who is not yet working within the National Curriculum levels of attainment

**PLP (Pupil Learning Profile):**

A plan written by an early years practitioner/teacher/SENCO, 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.

**Provision:**

The extra or different help given to children with special educational needs

**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. It can be used as part of the planning process for a child with additional needs, home-based educational support for pre-school children with special educational needs

**Special Educational Needs (SEN):**

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

**Special Educational Needs Co-ordinator (SENCO):**

The person responsible for the co-ordination of special educational needs support within school or early years settings

**(SENDIST) Special Educational Needs and Disability Tribunal:**

An independent body that hears appeals against decisions made by the local authority on Statutory Assessments and Education Health Care Plan

**Resource Base:**

Based within a mainstream school providing a specialist additional SEN support.

**Specific Learning Difficulties (SpLD):**

Learning difficulties in specific areas, such as dyslexia or dyspraxia

**Speech & Language Therapist / SALT**

a professional trained to give specialist assessments, advice and treatment for

Children with communication difficulties

**Statement of Special Educational Needs:**

A legal document that sets out a child's needs and the extra help he/she should get

**TA:**

A Teaching Assistant supports children with their learning activities in the classroom. They work closely with teachers to make sure pupils enjoy learning and make progress.