

## SEND Reforms Glossary – a parent’s guide to language and terms used in the Special Educational Needs and Disability Reforms

<b>AAC</b>	Augmentative and Alternative Communication (AAC)	The term AAC covers a huge range of techniques which support or replace spoken communication. These include gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids (VOCAs).
<b>Academy</b>		An academy is a mainstream school which receives funding directly from the Government and is independent from direct control by the local authority. The majority of academies are secondary schools, but some primary schools also have academy status.
<b>Annual Review</b>		The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in early years.
<b>Appendix</b>		A report completed by a professional for example, school, educational psychologist, therapist, during an education, health & care needs assessment. The information contained in the appendix is used to complete an Education, Health & Care Plan if one is issued.
<b>ASC</b>		Adult Social Care
<b>CAMHS</b>		Child and Adolescent Mental Health Service
<b>CCAMHS</b>		Community Child and Adolescent Mental Health Service.
<b>CC</b>		Continuing Care (Child Health)
<b>CCG</b>		Clinical Commissioning Group(s)
<b>CDC</b>		Council for Disabled Children
<b>C &amp; F Act 2014</b>	Children & Families Act 2014	From September 2014, there will be a number of changes to improve services for children and young people with special educational needs and disabilities (SEND). The changes are a result of the Children and Families Act 2014 which became law on the 13 March 2014. The Act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs. The new approach will also give children and young people with complex needs and their families more choice and control about which services they can access and how they are paid for. The Act will also improve information about services for children and young people with SEN and their families.
<b>CHC</b>		Continuing Healthcare (Adult Health)
<b>CIc</b>		Children in care
<b>CIN</b>		Children in Need
<b>Cognitive Ability</b>		Thinking and reasoning abilities. A term often used by psychologists instead of intelligence.
<b>Comprehension</b>		Understanding of spoken or written material or practical situations.

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<b>C.o.P.</b>	SEND Code of Practice	A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities.
<b>CSC</b>		Children’s Social Care
<b>CYP</b>		Children and Young People
<b>DD</b>		Designated Doctor
<b>DfE</b>	Department for Education	Central government department responsible for education.
<b>Developmental Delay</b>		A delay in reaching the normal stages of development, for example sitting or talking.
<b>Differentiated Curriculum</b>		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 and materials. They are then able to choose from the range of available approaches and resources to make a selection which best fits the learning styles of a particular child or group of children. This is what is meant by a differentiated curriculum.
<b>Disability Champions</b>		Promote equality for disabled people in the work place.
<b>DoH</b>		Department of Health
<b>DMO</b>		Designated Medical Officer
<b>DP</b>		Direct Payments
<b>Expressive Language</b>		How a child or young person expresses ideas, thoughts and feelings through speech.
<b>Fine Motor Skills</b>		Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
<b>Education, Health &amp; Care assessment</b>		A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a ‘timely’ manner and it should not take longer than 20 weeks to issue an EHC Plan.
<b>Education, Health &amp; Care (EHC) Plan (EHCP)</b>		An EHC Plan will replace current Statements of SEN and Learning Difficulty Assessments. The plan will be a legal document describing a young person’s needs, the provision to meet those needs and the most suitable educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25.  If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.

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<b>EA 2010</b>	Equality Act 2010	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it’s unlawful to treat someone.
<b>EP</b>		Educational Psychology
<b>EY</b>		Early Years
<b>EWO</b>	Educational Welfare Officer	Employed by the LA to make sure that children are getting the education they need. They deal with school attendance.
<b>EWS</b>	Education Welfare Service	This service works closely with schools, pupils and parents in promoting regular school attendance and helping to resolve difficulties that may lead to a child not attending school regularly.
<b>FFT</b>	First Tier Tribunal	An independent body that hears appeals lodged by parents/carers against SEN decisions made by the Local Authority. The tribunal also hears most claims of unlawful discrimination in admissions exclusions and education and associated services.
<b>FIZ</b>		Family Information Zone
<b>Gait</b>		The way in which a child walks.
<b>Global Delay</b>		A general delay in acquiring normal developmental milestones.
<b>Governors</b>		A school’s governing body that oversees the workings of the school. It includes an SEN Governor and a Parent Governor.
<b>GP</b>		General Practitioners
<b>Gross Motor Skills</b>		Whole body actions for example, playing games, swimming or riding a bicycle.
<b>Hearing Impairment</b>		A degree of hearing loss.
<b>Hyperactivity</b>		Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties.
<b>IASS</b>	IAS Service	Have a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. They are statutory services which means there has to be one in every local authority.
<b>InCo</b>		Area Inclusion Co-ordinator (Early Years settings)
<b>INMSS</b>		Independent and Non Maintained Special Schools
<b>IoW</b>		Isle of Wight (also referred to as IW)
<b>IPS</b>	Independent Parental Supporter	Independent Parental Supporters (voluntary within PPS) Someone who can support parents, for example by going to meetings and help parents understand the SEN framework.
<b>IPSEA</b>		Independent and Parental Special Education Advice service

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<b>IS</b>		Independent Supporters (paid from CSC contract to local providers to support parents through EHCP process etc..)
<b>Isle of Wight &amp; Southampton Psychology Service</b>	Educational Psychology Service (EP = Educational Psychologist)	This service supports schools, parents and the LA in meeting the learning needs of all pupils, but particularly those who have special educational needs. Educational psychologists assess how children develop and learn.
<b>JPG</b>		Joint Placement Group
<b>Learning Difficulties</b>		Children will have levels of educational abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.
<b>Literacy Skills</b>		Reading, writing and spelling ability.
<b>LA</b>	Local Authority	Isle of Wight Council has Children’s Services which is a combined education and social care service. The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health & Care Plans.
<b>LAC</b>		Looked After Children
<b>LD</b>		Learning Disability
<b>LDA</b>		Learning Difficulty Assessments
<b>Local Offer</b>		Local authorities will be required to publish a ‘local offer’. A local offer is intended to provide information about provision it expects to be available to children with SEN and disabilities in their area both in and outside of a school.
<b>LSA, TA</b>	Learning Support Assistant Teaching Assistant Classroom Assistant	Non-teaching support staff who work with children with special educational needs in the classroom.
<b>Named Officer</b>		The LA Casework Officer who liaises with parents and co-ordinates an education, health and care assessment and final plan.
<b>Makaton</b>		Makaton is a language programme designed to provide a means of communication to children and young people who cannot communicate efficiently by speaking.
<b>Mainstream School</b>		A primary or secondary school which is in direct control of a Local Authority.
<b>MDT</b>		Multi-Disciplinary Team
<b>Mediation</b>		Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships, and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement. The mediation service is completely neutral and independent of schools and the local authority.

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<b>Modified Curriculum</b>		Changing the curriculum in some way to meet a child or young person’s individual needs. Examples include increasing/decreasing the difficulty level, length, or pace, alternating easy and difficult tasks, alternating preferred and less preferred tasks, teaching the skill within daily routines, using materials that are interesting to the child or young person, etc.
<b>My Plan</b>		A document which sets out a child or young person’s areas of need and the targeted support they require. The plan will be monitored to make sure progress is being made.
<b>My Story</b>		A child or young person’s report to an Education, Health & Care Needs assessment. This report can be completed by the child or young person independently or with support from an adult.
<b>NHS</b>		National Health Service
<b>NPPN</b>		National Parent Partnership Network
<b>Non-Verbal Skills</b>		Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
<b>OFSTED</b>	Office for Standards in Education	Inspection team that visit and inspects schools and local authorities.
<b>OT</b>	Occupational Therapist	Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.
<b>Our Story</b>		The family report or story for an Education, Health & Care Needs assessment. This report can be completed by the family independently or with support.
<b>PECS</b>	Picture Exchange Communication System (PECS)	The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can’t talk or write can be taught to communicate using pictures.

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<b>Personal Budget</b>		<p>All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority. Parents or young people will be given a choice of whether they want to take control of the personal budget by an agency managing the funds on their behalf or by receiving direct payments, where they can purchase and manage the provision themselves</p> <p>Under current proposals, only where an Education, Health and Care Plan is in place will a parent or young people be able to have a personal budget. A personal budget can be requested by a parent or a young person over 16 once the local authority has agreed it will issue an Education, Health and Care Plan or during the annual review process.</p>
<b>PHB</b>		Personal Health Budgets
<b>PID</b>		Project Initiation Document
<b>PPS</b>		Parent Partnership Service
<b>PV</b>		Parent Voice
<b>PPS</b>	Parent Partnership Service	Provide advice and information to parents whose children have special educational needs. It provides impartial and factual support on all aspects of the SEN provision to help parents play an active and informed role in their child’s education.
<b>RAG</b>		Red, Amber, Green – colour codes for status of project workstreams/strands of activity. Red usually refers to action needs to be taken due to serious issue/service gap; Amber significant issue/problem present but under control/plan in place to address; Green minor/no issues.
<b>Receptive Language</b>		The ability to understand what is being said.
<b>Resources</b>		The type of facilities and support available in schools.
<b>S139a</b>	Learning Difficulty Assessments conducted under section 139A of the Learning and Skills Act 2000	If a young person (16-25) has a statement of need and leaves school at 16 and moves into a Further Education establishment a “moving on plan” is created by the LA this can also be called an S139A Learning and Difficulty Assessment
<b>S140</b>	Assessments relating to learning carried out on behalf of the Secretary of State under Section 140 of the 2000 Act, which now longer applies and has now been superseded by the S139a (see above)	If a young person (16-25) has a statement of need and leaves school at 16 and moves into a Further Education establishment a “moving on plan” is created by the LA this can also be called an S140 Learning and Difficulty Assessment this has now been superseded by an S139a

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<b>SaLT</b>	Speech and Language Therapist	Assesses children’s speech, language and communication needs.
<b>SE7</b>		South East 7 – partnership of seven councils in the South East of England
<b>SEN</b>	Special Educational Needs	Children have special educational needs if they have learning difficulties that requires extra or different help.
<b>SEN Support</b>		When a child or young person has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child’s needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
<b>SENCO</b>	Special Educational Needs Co-ordinator	The teacher responsible for Special Educational Needs within a school.
<b>SEND</b>		Special Educational Needs and Disabilities
<b>SENPA</b>		Special Educational Needs Personal Advisors (Post 16)
<b>Sensory Impairment</b>		Partial or complete hearing loss.
<b>Short Breaks</b>		A range of activities provided by the Isle of Wight Council for children and young people with disabilities and/or additional needs and their families to access throughout the duration of the year. Activities include horse-riding, sailing, fishing etc.
<b>SW</b>	Social Worker	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
<b>Specific Learning Difficulties (SpLD)</b>		General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia.
<b>Special School</b>		A school which is resourced and organised to provide for the education of pupils with an Education, Health & Care Plan who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching.
<b>SSEN</b>		Statement of Special Educational Needs
<b>STA</b>		Specialist Teacher Advisors
<b>TBC</b>		To Be Confirmed
<b>Tertiary Centres</b>		Health care settings that specialise in the treatment of particular conditions provided by highly trained specialists.
<b>ToR</b>		Terms of Reference
<b>TR</b>		Transfer Review

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<b>Transition</b>		Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.
<b>TRPM</b>		Transfer Review Planning Meeting
<b>VCS</b>		Voluntary and Community Sector
<b>Visual Impairment</b>		Partial or complete loss of sight.