



The Gem Federation Jargon Buster

Right from when your child has a diagnosis of any kind of Special Educational Needs and Disabilities (SEND), so many words, terms, acronyms and abbreviations are thrown at families caring for children with special educational needs and disabilities, all of which many people will just assume you know. Here is a Jargon Buster that we hope will help you understand at least what is being said or written about your child with SEND.

If there is any that are missed or new, please feel free to contact us and tell us what, so we can add. You too will be helping others families caring for children with SEND.

A

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

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.

Annual Review of AR

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.

ASC

Autistic Spectrum Condition

ASD

Autistic Spectrum Disorder

B**BESD**

Behavioural, Emotional and Social Difficulties

BSL

British Sign Language

C**CAMHS**

Child and Adolescent Mental Health Services

Care Plan

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

Case worker

Caseworkers provide a single point of contact for families throughout the assessment process and work closely with other professionals.

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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.

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.

Co- Production

Equal partnership working between service providers, those in receipt of the service and their families.

Children Disability Team

Children with disabilities social care team.

CP

Cerebral Palsy. Physical Impairment that affects movement. Mobility problems may vary from barely noticeable to extremely severe. Those with CP may also have sight, hearing, speech, perception and learning difficulties. Between a quarter and a third of children and adolescents with CP are also affected by epilepsy.

D

DDA

Disability Discrimination Act

DLA

Disability Living Allowance

DFE

Department for Transport

E

Early Years or EY

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.

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.

EHC Needs Assessment or EHCNA

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.

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

F

Further Education or FE

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.

Family Early Help or FEH

A service that ensures children, young people and families receive the best possible support at times of need in order to address and resolve issues rapidly and effectively.

G

GDD

Global Development Delay

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

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.

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.

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.

K

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 ie The London Borough of Southwark.

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.

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. Type Southwark local offer into google to access their website.

M

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.

N

National Curriculum or NC

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.

NEET

Not in Education, Training or Employment.

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

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

PRU

Pupil Referral Unit – for children who need to be educated out of school, sometimes because they have been excluded.

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.

PfA

Preparation for Adulthood (14-25).

R

Resource base

A specialist provision attached to a mainstream school. Children often need an EHCP to access this type of provision and applications are made directly through the local authority. Children may spend some or all of the time in a resource base.

S

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.

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.

SENCO – Special Educational Needs 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. Every schools has a SENCO.

SEMH

Social Emotional and Mental Health Needs.

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

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.

V**VI**

Visual Impairment

