

SEND Glossary – a parent’s guide to language and terms used in Special Educational Needs and Disability. They may appear in school documents or you may see them elsewhere. We hope this guide helps you make sense of any new information.

You may also find this helpful - <https://youtu.be/ozlOrzIHSrU?si=dc9v4f2w4atAi05j>

Term	Commonly used abbreviation	Explanation
Attention Deficit and Hyperactivity Disorder	ADHD	A range of difficulties with attention span, including restlessness and hyperactivity.
Annual Review		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. An early review can be called if needs change.
Appeal		An appeal is when you tell a tribunal that you do not agree with the choices your Local Authority have made about your child’s education. This could be about the help you have at school or the school you go to.
Autism	ASC ASD	Stands for Autistic Spectrum Disorder or Condition – the term used for a range of disorders affecting the development of social interaction, communication and imagination.
Child and Adolescent Mental Health Service	CAMHS	NHS service to support children and young people struggling with emotional and mental health needs.
Children & Families Act 2014	C & F Act 2014 CAFA 2014	The Children and Families Act 2014 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 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 also improves information about services for children and young people with SEN and their families.
Children in care Looked after child	CiC LAC CLA	Children who are in the care of the state.
Code of Practice	COP	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
Children and Young People	CYP	
Cognition and Learning	C&L	Cognition is the process of gaining and understanding information through our thoughts, experiences, and senses. Learning involves acquiring knowledge through experience, study, or being taught. Support for cognition and learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations and support.
Department for Education	DfE	Central government department responsible for education.
Developmental Delay		A delay in reaching the normal stages of development, for example sitting or talking.
Differentiated Curriculum		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.
Expressive Language		How a child or young person expresses ideas, thoughts and feelings through speech.
Fine Motor Skills		Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
Education, Health & Care needs assessment	EHCNA	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.
Education, Health & Care Plan	EHCN	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.
Equality Act 2010	EA 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.
Educational Psychology	EP	Have a first degree in Psychology and a post-graduate qualification in Educational Psychology. They offer specialist advice and support to schools, settings, families, young people and other agencies. The service plays a major role in the Statutory Assessment for EHCPs.
Early Years Early Years Foundation Stage	EY EYFS	Nursery and Reception classes
Educational Welfare Officer	EWO	Employed by the LA to make sure that children are getting the education they need. They deal with school attendance.
Global Delay		A general delay in acquiring normal developmental milestones.
Governors		A school's governing body that oversees the workings of the school. It includes an SEN Governor and a Parent Governor.
Gross Motor Skills		Whole body actions for example, playing games, swimming or riding a bicycle.
Hearing Impairment		A degree of hearing loss
High Quality Teaching Quality First Teaching	HQT QFT	Teaching that includes the needs of all pupils.
Inclusion		Educating children with Special Educational Needs and Disabilities in mainstream (local) schools wherever possible.
Intervention		A session of additional learning around a specific skill tailored to a pupil's needs.

Key Worker		The LA Casework Officer who liaises with parents and coordinates an education, health and care assessment and final plan.
Learning Difficulties		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. Literacy Skills Reading, writing and spelling ability.
Learning Plan		A target or targets set specifically for a child to achieve over a set number of weeks – usually three learning plans cover one academic year.
Local Authority	LA	The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health & Care Plans.
Learning Disability Learning Difficulty	LD	
Local Offer		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.
Learning Support Assistant Teaching Assistant Student Progression Mentor Classroom Assistant Learning Mentor	LSA, TA, SPM	Non-teaching support staff who work with children in the classroom, often supporting those with special educational needs, or run small group interventions.
Mediation		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.
Moderate Learning Difficulties	MLD	The general level of academic attainment of children and young people with MLD will be significantly lower than that of their peers. Generally, they will have difficulty acquiring literacy and numeracy skills.
Occupational Therapist	OT	Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.
Physical Disability	PD	
Physiotherapist	PT	Support with ongoing medical needs.
Pupil Passport		A one page profile outlining the key information a teacher needs to understand the needs of a pupil and how best to support them in lessons.
Provision Map		A map of support showing what the school is providing for certain pupils.
Receptive Language		The ability to understand what is being said.
Standards Assessment Tests	SATs	National tests done in Year 6 by pupils to measure attainment.
Speech and Language Therapist	SaLT	Assesses children's speech, language and communication needs
Social, Emotional and Mental Health Difficulties	SEMH	These needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional or mental health needs. Children with SEMH needs often have difficulties in managing their emotions or their behaviour.

		They can show inappropriate responses to their emotions.
SEN		Special Educational Needs Children have special educational needs if they have learning difficulties that requires extra or different help.
SENDIASS	Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service	Provide free, impartial, confidential advice and support around Education, Health and Social Care.
SEN Support		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.
Single Point of Access	CaFSPA	The way children and families services are accessed has been streamlined with the new single point of access. This is one place for children, young people and families to get help with mental health and wellbeing.
Speech, Language and Communication Needs	SLCN	Pupils may have difficulties with expressive language or receptive language and/or processing difficulties.
Special Educational Needs Co-ordinator Special Educational Needs and Disabilities Co-ordinator	SENCO SENDSCO	The teacher responsible for Special Educational Needs within a school.

Special Educational Needs and Disabilities	SEND	
Specific Learning Difficulties	SpLD	General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia, etc.
Special School		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
Team Around the Family	TAF	Meeting involving all agencies working with a child to make a plan of support.
Transition		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
Visual Impairment		Partial or complete loss of sight.