



# Jargon Buster

## Glossary of Terms and Abbreviations

**Act** - a law that has been passed by Parliament

**ADD** - Attention Deficit Disorder

**ADHD** - Attention Deficit Hyperactivity Disorder

**Advocacy** - is a process of supporting and enabling people to express their views and concerns; access information and services; defend and promote their rights and responsibilities.

**Advocate** - a person who supports and speaks on behalf of a parent, child or young person

**ALS (Additional Learning Support)** – a term used by further education colleges to describe the special education needs of young people

**Annual Review** - is the process by which all Education Health and Care Plans (EHCPs) are reviewed. A review must take place at least once a year and will include the family in looking at the progress that the child or young person has made against the outcomes that are recorded in the plan

**Appeal** - an appeal is a process for requesting a formal change to an official decision

**ASC** – Autistic Spectrum Condition

**ASD** – Autistic Spectrum Disorder

**Aspirations** - something you hope to achieve

**Statutory assessment** – the process of documenting advice and evidence of the child or young person's special educational needs and disabilities

**Benchmarking** - this is the process of comparing the quality of one organisation's policies, services and performance with another, to set a best practice standard

**Broker / Nominee** - someone who helps the person to think about, plan and organise support that is tailored to them. This could be someone from an advice and information organisation.

**BSL** - British Sign Language

**BSS** - Behaviour Support Service

**CAMHS – (Child and Adolescent Mental Health Services)** - offers assessment and help to children and young people with significant emotional and behavioural difficulties (e.g. anxiety, depression, eating disorders) and their families

**Careers Personal Adviser** – provides information, advice and guidance to help people make choices about their education, training and work

**Careers Service** – this is a service providing a single point of access for all 13-19 year olds to help them prepare for the transition to work / college and into adult life

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

**CEOP** – Child Exploitation Online Protection

**Children and Families Act 2014** - changes the law to give greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities (from birth to 25) and help for parents to balance work and family life

**Collaborative** – to work together to achieve shared goals

**CAF (Common Assessment Framework)** - is a process for gathering and recording information about a child for whom a practitioner has concerns in a standard format, identifying the needs of the child and how the needs can be met. It is a shared assessment and planning framework for use across all children's services and all local areas in the UK. It helps to identify in the early stages the child's additional needs and promote coordinated service provision to meet them

**CLA** – Child Looked After by the Local Authority

**CP** – Care Plan

**DfE (Department for Education)** - is responsible for education and children's services

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

**DP (Direct Payment)** - are payments made to individuals who have been assessed as needing services and who would like to arrange and pay for care and support services themselves instead of receiving them directly from their Local Authority or Health Trust

**Disability Rights Code of Practice for Schools / Disability Rights Code of Practice for Post 16 Provision** – both explain the duties to avoid disability discrimination in education.

**Disagreement Resolution** – arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and a local education authority or a school

**DLA** - Disability Living Allowance

**EYFS (Early Years Foundation Stage)** – this framework provides guidance on the standards that school and childcare providers must meet for the learning, development and care of children under five

**Early Years Settings** – this includes all pre-school education provision such as nursery school, day nurseries and play groups

**Educational Psychologist** – is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties

**EHCP or EHC plan (Education, Health and Care Plan)** - formerly Statement of Special Educational Needs/SEN – a legal document that sets out a child's needs and the specific help he or she must receive.

**ENT** - Ear, nose and throat

**Equitable** - treating everyone fairly and in the same way

**EEEE** – Free Early Education Entitlement

**FFI** – Funding for Inclusion

**FIS** – Family Information Services

**FSM** – Free school meals

**HI** – Hearing Impairment

**HM Courts & Tribunal Service: Special Educational Needs and Disability Tribunal** – formerly SENDIST - SEN / Disability Tribunal. This is an independent body that hears appeals of parents objecting to Local Authority decisions

**Holistic** - taking into account all factors contributing to a situation or circumstance, the whole of something, not just part of it

**ICPC** – Initial Child Protection Conference

**Impartial** - is a principle of justice holding that decisions should be based on objective criteria, rather than on the basis of bias, prejudice, or preferring the benefit to one person over another

**Implementation** - Making something that is set out in law happen

**Inclusion** - the practice of educating children with SEN in mainstream schools where it's possible and beneficial

**IS** – Independent support

**Independent Parental Supporter (IPS)** - is a person who can support parents of children with special educational needs in making decisions concerning their children

**Indicative** - the figure / amount you are likely to receive if you take a personal budget

**Individual Education Plan (IEP)** – a document used in schools to record targets, and strategies and resources to help the child/young person meet the targets. It is not a legal requirement to produce an IEP, but schools should ensure that they have accurate evidence of the SEN support that has been provided and the impact the support has had

**ISW** – Independent support worker

**IRO** – the Local Authority must appoint an Independent Reviewing Officer (IRO) where a child or young person is a 'child looked after'. It is the IRO's job to make sure that decisions taken by the Local Authority are ones that are best for the child, that the child's care plan is being followed and that the child or young person's rights are being respected

**Joined up working** - simply means people from different organisations working together for a common aim eg providing services in the local community

**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)

**Key Worker** - Someone who works with children and families to access the support that best meets their needs and help services to work together

**Learning Difficulty** - significantly greater difficulty in learning than other children and young people of the same age, or disability which hinders use of general educational facilities

**Learning Disability** - a significant, lifelong condition that starts before adulthood which affects development and leads to help being required to: Understand information; learn skills and cope independently

**Learning Support Assistant (LSA)** – an assistant providing support in school for pupils with special educational needs. An LSA works under the direction of a class teacher as considered appropriate

**Local Authority (LA)** - is responsible for managing public services in your local area such as social care, libraries, housing benefit and complex needs services ie Leeds City Council

**Local Offer** – The local offer provides information on what services children, young people and their families with special education needs and disabilities can expect from a range of local agencies, including education, health and social care

**Mainstream School** - a school that caters for all pupils, including those with SEN

**MAP** – Multi-agency panel meeting

**Mechanisms of delivery** - how you will receive any agreed support

**Mediation** - Mediation is a form of alternative dispute resolution (**ADR**) a way of resolving disputes between two or more parties. Typically, a third party, the mediator assists the parties to negotiate a settlement.

**MLD** – Moderate Learning Difficulty

**MSI** (Multi-sensory Impairment) - children and young people with multi-sensory impairment have impairments of both sight and hearing.

**Multidisciplinary team (MDT)** – is composed of members from different healthcare professions with specialised skills and expertise

**Named worker** – an officer of the local authority who will deal with your child's case and who will talk to you if you have any enquiry or concern

**National Curriculum** – is the programme of study to be taught in all mainstream schools

**NEET** – Not in education employment or training

**Notional** - an estimated or theoretical amount of money

**OBA** – Outcomes Based Accountability

**OFSTED (Office for Standards in Education)** - The organisation that makes sure schools and social care services are meeting set standards

**Outcome** - an outcome is the benefit or difference made to a child or family as a result of an intervention or service provided.

**CAMHS** - Primary Child and Adolescent Mental Health Service

**PD** – Physical Disability

**PB (Personal Budget)** – a sum of money that may be available for children and young people who need extra help, above that available to most children and young people through universal and targeted services.

**PMLD** – Profound and Multiple Learning Difficulty (or Disability)

**Portage** - home-based educational support for pre-school children with special educational needs

**Provision** - the action of providing a service. The extra or different help given to children with special educational needs

**PSED** - Personal, Social and Emotional Development

**SALT** - Speech and Language Therapist

**SCAMHS** - Specialist Child and Adolescent Mental Health Service

**SEN Provision** –

**SEAD** - Social and Emotional Aspects of Development

**SEMH** – Social Emotional Mental Health

**SEN (Special Educational Need)** - a learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age

**SENCo** – Special educational needs co-ordinator in school

**SEND** – Special Educational Needs and Disabilities

**SEN Code of Practice** – is guidance on how children with special educational needs and disabilities should be supported. By law, it must be followed by local authorities, schools and a wide range of other bodies unless there are good reasons why not

**SEN and Disability Tribunal** - an independent body which considers appeals by parents (or young people aged 16 or over) against local authority decisions on EHC needs assessments and EHC plans. The Tribunal also hears claims of disability discrimination. Its full title is First-tier Tribunal (Special Educational Needs and Disability)

**SENDIASS** – SEND Information, Advice Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care

**SEND Reforms** - The new Children and Families Act came into force on 1st September 2014. The vision for the SEND reforms is that the views of children, young people and parents are at the heart of the system and that education, health and care services are joined up to help them a

**SENIT** – Special Educational Needs Inclusion Team

**SEN Provision** – the additional or different help / support given to children and young people with special educational needs

**SENSAP** – Special Educational Needs Statutory Assessment and Provision

**SEN Support** – under the new legislation all support provided from within the resources of the school / nursery/college (i.e. without an EHC plan) is called SEN support. This could be inclusion in a language group, advice from a speech and language therapist or Teacher of the Deaf, a buddying scheme or a home/school diary. This term replaces School Action and School Action Plus which were used in the 2001 legislation. If a child doesn't make adequate progress over time in spite of SEN support, the next stage is to request an EHC needs assessment

**Settings** – the term usually used for pre-schools or nursery schools

**Short Breaks** - Opportunities for disabled children and young people to spend time away from their family and do something fun. For example a day, evening, overnight or weekend activity

**SILC** – Specialist Inclusive Learning Centre (the term used in Leeds to describe special school provision)

**SLCN** – Speech Language and Communication Need

**SLD** – Severe learning Difficulty

**SMHP** – Senior Mental Health Practitioner

**Special Educational Needs Co-ordinator (SENCO)** – the teacher with responsibility for the planning and monitoring of the special educational provision within your child's school.

**Special Educational Needs Disability Tribunal (SENDIST)** – an independent body that hears appeals against decisions made by Education Bradford on Statutory Assessments and Statements.

**Special School** – a school that caters for children with SEN when education in a mainstream school isn't considered appropriate

**Specialist services** - are for children and young people with complex or specialist needs. This type of need will require a Children and Families Assessment to be undertaken by a social worker following referral to Children's Social Work Services

**SPLD** – Specific Learning Difficulty

**Statement of Special Educational Needs** – a legal document which sets out a child or young person's special educational needs and the provision required to meet those needs. Statements are being phased out and replaced by EHC plans. Any current statements will have been converted to EHCPs by 2018. A process of conversion to an EHCP will be undertaken when the statement is due for a yearly review or earlier

**Statutory Services** – are services that are set up and regulated by central government, for example education, health or social care services

**Targeted services** - are designed to meet the needs of children and young people with a disability where extra support is provided to access a service that is universally provided to all children. An assessment of need may be undertaken using the Common Assessment Framework (CAF)

**Third Party Arrangements** - where a service provider, user-led organisation or a broker manages a personal budget for you

**Transition** – a period of change for your child or young person that could be starting primary school, leaving secondary school to go to college, changing from children's to adult services

**Universal service** - A service that is available to everyone, without assessment

**VI** – Visual Impairment