



SEN Glossary

Term	Stands for	Definition
0-25 Team		The 0-25 service works with parents/carers, educational settings and other professionals to ensure children's needs are being planned for and met within the community. For further information go to: http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/local-offer-education-health-and-care-plans/guidance-education-health-care-plans/
Inclusion Leader		Responsible for overseeing the provision for all vulnerable groups including SEND, EAL, BME and More-Able and Pupil Premium.
SENCo	Special Educational Needs Co-ordinator	Responsible specifically for the progress and provisions for children with SEND.
AR	Annual Review	The review of an Education Health Care Plan. This is completed within twelve months of initiating the plan and then on an annual basis. A parent/carer can ask for an Emergency Annual Review if they feel their child needs to move to a new school or setting.
ART	Access and Response Team	The team that make the first assessment of what needs to be done to help a child. More information at: http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/
Assess, Plan, Do, Review		<p>This is the process set out in the SEND Code of Practice (updated January 2015). In order to support children with additional needs, schools must:</p> <ol style="list-style-type: none"> 1. ASSESS children's needs 2. PLAN support for the child with teachers, parents and the young person. 3. DO the actions within the plan for an agreed period of time. 4. REVIEW the support, outcomes and impact to identify what progress the child has made. <p>This process is cyclical so once a review has been completed we go back to 'ASSESS' and the process begins again.</p>

AS/ASC	Autism Spectrum or Autism Spectrum Condition	Autism spectrum disorder (ASD) is the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour. In children with ASD, the symptoms are present before three years of age, although a diagnosis can sometimes be made after the age of three. https://www.nhs.uk/conditions/autism/
BSS	Behaviour Support Service	This is a service which the school buys into provided by Integra (part of the LA). It is a specialist service that help schools support children who display challenging behaviour. They make recommendations and suggest strategies to help children.
CAMHS	Child and Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.
CPD / INSET	Continuing Professional Development / In-Service Training	Training and support that staff receive to develop their skills and build expertise in working with children. This may be delivered by external specialists or by skilled practitioners already working within the school.
Developmental Delay		<p>A term used to describe a child's condition if they are not progressing as expected. The main issues when assessing a child for learning disability are:</p> <ul style="list-style-type: none"> • By how much is child delayed, and in which areas? • Are there areas in which the child is not delayed? • What explanation for any delay might lie in the child's background (e.g. long stay in hospital)? • What underlying medical condition might explain delay? • Is delay likely to be product of a low level of care and inadequate stimulation in the home? <p>The 5 main groups of skills that make up developmental milestone are:</p> <ul style="list-style-type: none"> • Gross motor: using large groups of muscles to sit, stand, walk, run, balance and change positions, etc. • Fine motor: using hands/fingers to be able to eat, draw, dress, play, write, etc. • Language: speaking, using body language/gestures, communicating and understanding what others say. • Cognitive: Thinking skills, learning, understanding, problem-solving, reasoning and remembering. • Social: Interacting with others, relationships with family, friends, and teachers, co-operating and responding to the feelings of others.

Differentiation		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, topics, resources and materials to suit. Children therefore may all learn in the same classroom but take part in different activities or use different resources in keeping with their needs.
EBD	Emotional Behavioural Difficulties	Children displaying EBD usually have fundamental needs as a result of experiencing emotional neglect or trauma. See SEBD/SEMH below.
EHCP	Education Health Care Plan	EHCPs have replaced what were formally known as Statements (of Need). They are a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. These plans should be child-centred focusing on the needs and aspirations of the child. EHCPs can continue into further education and training, sometimes up until the age of 25. EHCPs may entitle a child to additional funding in order to allow school to meet their provisions.
EHCP Needs Assessment		This is the assessment carried out by the Local Authority in order to decide whether or not a child would benefit from having an EHCP. All professionals working with a child are asked to contribute to this process. Following this, the Local Authority will decide whether or not to issue an EHCP.
EP	Educational Psychologist	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties.
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.
Formative Assessment		This is the ongoing daily and weekly assessments carried out by teachers. This can be through marking, through working with a child in a lesson or through questioning and tests to check understanding. See also: Summative Assessment
FYPS Worker	Family and Young Person Social Worker	FYPS Workers work with families for a variety of reasons when they would benefit from additional help in supporting and meeting the needs of a young person.
Global Delay		A general delay in acquiring normal developmental milestones.

Cognitive Delay		See: Developmental Delay
GP	General Practitioner	Doctor
Graduated Response		The graduated response is the name given to the Assess, Plan, Do, Review cycle (see definition above).
Gross Motor Skills		Whole body actions for example playing games, swimming or riding a bicycle.
HCP	Health Care Plan	Health Care Plans are written (usually by the School Health Nurse) for children who have additional medical needs that adults working with the child need to be aware of. These may include severe allergies or other health conditions.
HI	Hearing Impairment	A degree of hearing loss
Inclusion		Inclusion is used to mean different things. Generally, inclusion refers to the extent to which learning and being part of school life is accessible to children with different needs. Inclusion can also be used to talk about children being integrated (part of) 'mainstream' school or lessons.
Intervention		Interventions are different activities, tasks or mini-lessons which help children with different needs to make extra progress. These usually take place on a regular basis for a set amount of time and are reviewed after 8-12 weeks to see if the child is still making progress and needs this level of help.
ISS	Inclusion Support Service	The Inclusion Support Service is run by Integra (part of the local authority). It is a specialist service that help schools with supporting children who have additional needs relating to their learning. They offer advice and make recommendations to support children's progress.
LA	Local Authority	The Local Authority is responsible for assessing whether or not children are eligible for EHCP Needs Assessments, a EHCP and/or additional funding. They also decide (with parents/carers) which setting would best meet the needs of EHCP pupils. See also: Local Offer.
Local Offer		Local Authorities are required to publish a 'Local Offer.' This is information about the provision available for children with SEND needs in their area. The South Gloucestershire Local Offer can be found here: http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/ Staple Hill Primary School's Local Offer can be found here: https://www.staplehillsschool.co.uk/send-inclusion/
LSA	Learning Support Assistant	Also known as LSA (Learning Support Assistant) in other settings. We use the term Teaching Assistant. See below.

Makaton		Makaton is a language programme designed to provide a means of communication to children and young people who cannot communicate effectively by speaking.
Non-Verbal Skills		Skills which do not require spoken or written language but use other ways to communicate e.g. gesture, facial expression, body language.
Modified Curriculum		Some children are unable to access the main curriculum in the same way as their peers, so they may need the curriculum modified in one of the following ways: <ul style="list-style-type: none"> • Reduced timetable in order to manage challenging behaviour linked to refusal to engage • Simplified tasks and resources to match specific needs of a child working way below age-related expectations • Adjustment of resources and learning strategies in order for a child to more easily access the same curriculum as peers • Planned breaks and additional support in the form of interventions or external agency support
OT	Occupational Therapist/Therapy	An Occupational Therapist is a specialist who may advise school on how to support children in their development of fine and/or gross motor skills. They might also advise on equipment or programmes that will support this development.
Parent Voice		The process of giving parents/carers a 'say in their child's learning'. We do this through all communications between school and home which may be informal through chats, notes or emails or more formal through meetings and Annual Reviews.
Personalised Curriculum		For certain children, their needs mean that they struggle to follow the same curriculum as their peers even when work is differentiated. For these children, teachers may plan topics, resources and lessons which are just for them and meet their specific needs. This is called a personalised curriculum. See also: modified curriculum.
PPMs	Pupil Progress Meetings	Pupil Progress Meetings are held regularly between members of the SLT (see below) and class teachers. In these meetings, staff look at the progress children are making in their various assessments and consider what additional support may help them to thrive in school.
Provision Map		A provision map is a tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.
Pupil Passport		These are the equivalent of what used to be known as an IEP (Individual Education Plan). These are a one page profile and a useful tool in summarising information

		about a child including what's important to them, what people like and admire about them and how they can best be supported. For children with SEND, these profiles are reviewed three times a year when you will get a chance to discuss them with your child's teacher.
Pupil Voice		This is used to describe children having their say about their own learning. This can be informal, such as chatting to their teacher, writing about their feelings or talking to Teaching Assistants or it may be more formal such as taking part in Annual Reviews.
QFT	Quality First Teaching	Quality First Teaching refers to the range of approaches, resources and strategies that are used by all teachers to support any learners in their class who may need extra help.
SAFeh	Single Assessment for Early Help	<p>A SAFeh can be useful for families for a variety of reasons especially if their child has additional needs that we are finding difficult to understand or if their additional needs are impacting upon life at home. A SAFeh is a tool that allows us to think about your child's history and their needs. We then design a plan with you to think about how we can all work together to help. This plan may be reviewed every 6 weeks where children are in crisis or every 3-6 months where things are more settled. For more information, see here:</p> <p>http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/single-assessment-framework-for-early-help/</p> <p>At Staple Hill Primary, Mrs Boulton and Mrs Dawes lead the SAFeh process when they are initiated by the school. Other professionals may lead this process when the concerns are around a sibling in another setting.</p>
SALT	Speech and Language Therapist/Therapy	Speech and language therapists provide treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
School Health Nurse		School Health Nurses can provide assessment of medical needs, guidance for parents and school staff and signpost other NHS services that may be beneficial for a child.
SEBD (SEMH)	<p>Social Emotional and Behavioural Difficulties</p> <p>(Social Emotional and Mental Health Difficulties)</p>	<p>Social, emotional and behavioural difficulties is a term that has long been associated with children who are both troubled and troubling.</p> <p>Following the publication of the new SEND Code of Practice 0-25 (DfE/DfH 2015), SEBD has been superseded by the term Social Emotional and Mental Health difficulties (SEMH). Children displaying SEMH, have fundamental needs because of emotional neglect or trauma.</p>

SEN	Special Educational Needs	See definition set out in our SEND Policy
SENCo	Special Educational Needs Co-ordinator	A SENCo is responsible for the day-to-day operation of the school's SEND policy.
SEND	Special Educational Needs and/or Disability	See definition set out in our SEND Policy
SEND Code of Practice		This refers to the document which sets out the legal responsibilities of schools and local authorities in working with children with SEND. A copy can be found here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
SEN Support		Special Educational Needs Support is a category used by school to record and report the level of support given to different children. Children at SEN Support level are listed on our school SEN register.
SEN Surgeries		SEN Surgeries are held regularly through the year and are often attended by a specialist from the LA (Linda Boyce). These meetings involve the Inclusion Leader, teachers and TAs in reviewing the needs and progress of SEND children. In these meetings, Pupil Passports for children with SEND are discussed in addition to any other children that are presenting with additional needs. Staff are then given advice and strategies to support these children in their classrooms.
SEN Register		This is a list of children who are formally recognised and recorded as having Special Educational Needs and/or a Disability and require consistent support above and beyond that required by most of their peers. All children with EHCPs are on the SEN Register. All children at SEN Support level are also on the SEN Register.
SI		Partial or complete hearing loss.
SLT	Senior Leadership Team	These are the senior leaders who are responsible for running and managing the school including the Head Teacher, Deputy Head, Assistant Head Teacher, Key Stage Leads, English and Maths Leads.
SpLD	Specific Learning Difficulties	General learning abilities are in line with peers, but a child has a difficulty with a specific area of their learning. Also known as Dyslexia or Dyscalculia.
Special School		A school which is resourced and organised to provide for the needs of children with EHCPs who need a high degree of support in the learning situation and in some cases specialist facilities, teaching and equipment.
Summative Assessment		These are more formal assessments such as end of unit tests or end of year exams. See also Formative Assessment.

TA	Teaching Assistant	Teaching Assistants are trained to support children with their education. Teaching Assistants may work 1:1 or in groups with children for a variety of reasons. They may also occasionally teach the whole class to allow teachers to work closely with individual pupils.
Transition		<p>Movement between different environments, rooms or settings. All transition involves change and so it is vital to prepare children for this. When children are supported with transitions they adapt more easily to changes.</p> <p>Key points of transition include moving from one key stage to another; from one class year to another and from one school to another. Some children need a more personalised and focused transition at these points as they struggle with changes as a result of their specific needs. The Inclusion Leader will be closely involved in the transition arrangements for these children.</p>
VI	Visual Impairment	Partial or complete loss of sight.