

SEND Glossary



We appreciate that within education (and SEND in particular) there are lots of acronyms and terms which may be confusing so we have outlined some key definitions below. If you come across any terminology that is not included here or you require further clarification please feel free to ask us.

| Term | Stands for | What does it mean? |
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| 0-25 Team | | The 0-25 service is located within the Local Authority and works with parents/carers, educational settings and other professionals to ensure that children's needs are being planned for and met within the community. |
| APDR | Assess, Plan, Do, Review | This is the process which was set out in the 2015 SEND Code of Practice. In order to support children with additional needs, schools must first assess what their needs are. They will then make a plan with teachers, parents and the young person. The plan will then be followed for an agreed period of time (this is the 'Do' section). Finally, this process will be reviewed to see what progress the child has made. The process is cyclical so once a review has been completed we return to the 'assess' phase to start again. This may also be referred to as the Graduated Response/Approach. |
| AR | Annual Review | The review of an Education, Health and Care Plan. This is completed within twelve months of making the Plan and then on an annual basis. School or parents can request an Emergency Annual Review if they feel the child's plan needs to be reviewed before the scheduled date. |
| ART | Access and Response Team | The team that make the first assessment of what needs to be done to help a child. https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/ |
| ASD or ASC | Autistic Spectrum Disorder or Autistic Spectrum Condition | These acronyms are both used to describe the same diagnosis. For a very general overview of ASD/ASC see link: https://www.nhs.uk/conditions/autism/what-is-autism/ |
| BSS | Behaviour Support Service | This is a service which is provided by Integra (part of the Local Authority) to schools. It is a specialist service that helps schools with supporting children who display challenging behaviour within the school. They offer advice and suggest strategies to help children. |
| CAMHS | Child and Adolescent Mental Health Service | CAMHS are the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties. |
| CoP | Code of Practice (2015) | This refers to the document which sets out the legal responsibilities of schools and local authorities in working with children with SEN/D needs. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 |
| CPD | Continuous Professional Development | This is the ongoing training and support that staff receive to develop their skills. This may be delivered by external specialists or by skilled practitioners already working within the school. |
| Developmental Delay | | A delay in reaching the normal stages of development, for example sitting, talking or walking. |

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| Differentiation or 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, topics and materials. Children therefore may all learn in the same classroom but take part in different activities or use different resources in order to make the most progress. This is what is meant by a differentiated curriculum. |
| EHCP | Educational Health and Care Plan | EHCPs have replaced what were formally known as statements. 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. |
| EHCPna | Education Health and Care Plan 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 specialists 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. This process may also be referred to as 'Statutory Assessment'. |
| EP or Ed Psych | Educational Psychologist | Educational psychologists help children or young people who are experiencing significant 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 short quizzes and tests to check understanding. For younger pupils, this might also include teacher observations of a child during child-initiated and adult-initiated/led activities. 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 or Global Developmental Delay | | The term ' developmental delay ' or ' global development delay ' is used when a child takes longer to reach certain development milestones than other children their age. This might include learning to walk or talk, movement skills, learning new things and interacting with others socially and emotionally. |
| Graduate Response or Graduated Approach | | The graduated response is the name given to the Assess, Plan, Do, Review cycle (see definition above). Please see the whole school provision map for more information about how we implement this at Hambrook. |
| Gross Motor Skills | | Whole body actions for example walking, running, jumping, 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 from mild to profound. |

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| 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. |
| Inclusion Lead | | A designated role in the school to assist in the promotion, direction and oversight of high standards of teaching and learning, Provide leadership, support and direction for Inclusion, ensuring pupil achievement and progression through effective inclusion for all pupils. |
| Interventions | | 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 to see if the child is still making progress and needs this level of help. At Hambrook, class teachers update an Intervention Tracker which supports in helping them monitor and review interventions. This tracker is also used by the SEND team to ensure provision throughout the school reflects the needs of the pupils. |
| ISS | Inclusion Support Service | The Inclusion Support Service is run by Integra (part of the Local Authority). It is specialist service that help school with supporting children who have additional needs relating to their learning and development. They offer advice and suggest strategies to help children. |
| LA | Local Authority | The Local Authority is responsible for assessing whether or not children are eligible for EHCP Needs Assessments, an EHCP and/or additional funding. They also decide (with parents) 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 SEN/D needs in their area. The South Gloucestershire Local Offer can be found here: |
| LSA | Learning Support Assistant | Often used interchangeably with TA (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 or Non-Verbal Communication | | Skills which do not require spoken or written language but use other ways to communicate e.g. gesture, facial expression, body language. |
| OT | Occupation Therapy or Therapist | An Occupational Therapist is a specialist who may advise school on how to support children in development of fine and/or gross motor skills. They might also advise on equipment or programmes that will support this development. |
| Parent Voice | | This is used to describe parents having their say in their child's learning. This includes any kind of communication 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 (see above). For these children, teachers may plan topics, resources and lessons which are just for them and meet their specific needs. |

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| PPM | Pupil Progress Meetings | Pupil Progress Meetings are held routinely 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 (or Pupil Profile) | | A Pupil Passport is a summary document about a child which are preferably contained on one page. They are a very child centred approach and in fact should be created with the majority of input coming from the child themselves. They are likely to describe some of the strategies that the pupil and adults working with them find helpful in enabling them to learn and be part of the class. They should be updated regularly to reflect the pupil's needs. |
| 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. May also be referred to as 'Child Voice' |
| QFT | Quality First Teaching | Quality First Teaching refers 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. This may also be referred to as 'Wave 1' provision (see whole school provision map) |
| SAFeh | Single Assessment Framework for early help | 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 is reviewed every 3-6 months. For more information, see here: http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/single-assessment-framework-for-early-help/ |
| SaLT | Speech and Language Therapy or Therapist | Speech and language therapy provides 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 to other NHS services that may be beneficial for a child. |
| SEN or SEND | Special Educational Needs and/or Disabilities | Provision which is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting. |
| SENCo or SENDCo | Special Educational Needs/ Disabilities Co-ordinator | A SENCo is responsible for the day-to-day operation of the school's SEN policy and alongside the school SLT (see below) ensures that the school fulfils its statutory duties in line with the Code of Practice (2015) |
| SEND Register | | This is a list of children who are formally recognised and recorded as having Special Educational Needs and requiring consistent support above and beyond that required by most of their peers. All children with EHCPs are on the SEND Register. All children at SEN Support level are also on the SEND Register. |

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| 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 part of the school's SEN register and are likely to require Wave 3 level provision (see Whole School Provision Map) |
| Sensory Impairment | | A sensory impairment is when one of the senses – sight, hearing, smell, touch, taste or spatial awareness – is not working as it should. |
| SLT | Senior Leadership Team | These are the teachers who are responsible for running and managing the school. At Hambrook these mainly include the Headteacher/s, Deputy Head and other Lead Teachers. |
| SpLD | Specific Learning Difficulty | General learning abilities are in line with peers but a child has a difficulty with a specific area of their learning e.g. dyslexia or dyscalculia. |
| Special School or Setting | | A school which is resourced and organised to provide for the needs of children with EHCPs who need a high degree of support and in some cases specialist facilities, teaching and equipment. |
| Summative Assessments | | These are more formal assessments such as end of unit tests or end of year exams. Teacher judgements may also contribute to summative assessment. See also Formative Assessment |
| TA | Teaching Assistant | TAs 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 At Hambrook we also have HLTAs (Higher Level Teaching Assistants) who routinely teach whole classes so that Class Teachers can have PPA (Planning, Preparation and Assessment) time, leadership time and carry out other tasks as directed by the Headteacher. |
| Transition | | 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. |
| VI | Visual Impairment | Partial or complete loss of sight. |