

GLOSSARY OF TERMS

Academy An academy is a school that receives funding directly from the Government and is not maintained by the local authority.

Access Arrangements Special arrangements or reasonable adjustments that students are entitled to in their public exams. Settings must assess pupils to see if they are entitled to these.

Advocate An advocate can help children, young people, and parents say what they want and understand processes if they find it difficult.

Alternative Provision Education in a setting that is not a school.

Annual Review The review of an Education, Health and Care Plan. This must be completed within 12 months of making the Plan and then on a yearly basis.

Areas of Need The four broad categories used to describe a pupil's Special Educational Need or Disability; Communication and interaction, cognition and learning, social, emotional and mental health, sensory and physical.

Care plan A record of the health and social care services provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed upon with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document.

Carer A family member or paid helper who regularly looks after a child or a sick, elderly or disabled person.

Cognitive Ability Thinking and reasoning abilities. A term often used by professionals instead of intelligence.

Co-Morbid Conditions or disorders that are commonly occurring alongside the primary condition. I.e., ADHD/ADD/GDD etc.

Comprehension Understanding spoken or written material or practical situations.

Developmental Delay A slower rate of development where a child learns more slowly than most children of the same age.

Differentiated/Modified Curriculum An adapted curriculum designed to best fit the learning styles of a particular child or group of children. For example, by adjusting the demands or length of a task.

Early help family support team This team offers support for a range of family needs for adults and children which can not be met by universal services. Access to the team is via a completed EHFSA

Early Help services This refers to a range of services offered by voluntary, charity, third sector organisations as well as the LA in addition to Universal services. Early Help services are usually accessed via a referral. Universal services are usually open to all ie:GP

Early Years Foundation Stage Sets standards for learning, development and care of your child from birth to five years old. All schools and Ofsted registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

Expressive Language How a child or young person expresses ideas, thoughts, and feelings through speech.

Global Delay A general delay in acquiring several developmental milestones.

Graduated Approach Using the information gained from regular assessments and day to day observations to judge how a pupil is progressing and to alert you to any barriers preventing them from making comparable progress to their peers.

Hyperactivity Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties.

Inclusion The principle of Inclusion is that children with Special Educational Needs (SEN) or a disability have the right to be educated in Mainstream Schools alongside other children from their community rather than being educated in Special Schools. They will have the same opportunities as their peers.

Learning Difficulties A significantly greater difficulty in learning than the majority of others of the same age.

Literacy Skills Reading, writing, and spelling ability.

Makaton A communication programme using signs, symbols, and sign language, designed to provide a means of communication to children and young people who cannot communicate efficiently by speaking.

Mainstream School A school that provides education for all children, whether or not they have special educational needs or disabilities.

Mediation Mediation is a type of disagreement resolution. Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities.

Non-Verbal Skills Skills that do not require spoken or written language but use other ways to communicate, i.e., gesture or facial expression.

Off Rolling The practice of removing a pupil from the school roll without a formal, permanent exclusion or encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than the best interests of the pupil.

Outcome The benefit or difference made to a child or young person due to an intervention.

Peer Support Peer support is when other pupils provide emotional, social or practical help to each other. Pupils are usually trained to provide this support.

Person-Centred Review Uses person-centred thinking approaches to explore what is happening from the person and other people's perspectives. It looks at what is working and not working, what is important to the person now and in the future and agrees on outcomes for change.

Personal Budget An identified amount of funding that the Local Authority or CCG allocates to secure a particular provision that is specified, or proposed to be specified, in the EHCP. In some cases, this may be given to parents or young people in the form of a direct payment.

Pupil Profile A summary of the child's life history, current function, and special needs.

Reasonable Adjustments Changes schools and other settings are required to make, including changes to physical features –for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).

Receptive Language The ability to understand what is being said.

Safeguarding The process of identifying children and young people who have suffered or who are likely to suffer significant harm and then taking the appropriate steps to keep them safe.

SEN Support A category for young people (0-25) who need extra specialist support but not an EHC plan. This may take the form of additional support from within the school/setting or require specialist staff or support services. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school/setting. Schools must involve parents in this process.

Sensory Impairment When one of your senses, sight, hearing, smell, touch, taste, and spatial awareness, does not function in the usual way.

Short Breaks Opportunities for children and young people with disabilities to spend time away from their parents or primary carers, relaxing and having fun with their friends. They provide families with a 'break' from their caring responsibilities; they give parents a chance to unwind, rest, or spend time with their other children.

Signposting Sometimes, a service that provides information, advice and support may be asked for help that it cannot give directly. The person seeking information, advice, or support may be signposted to other service providers when this happens. This means that they will be given information, including contact details, about other sources of help.

Specialist Services Services provided by the local authority or health service to provide specialised services for children with acute or high-level needs.

Statutory Guidance Guidance that Local Authorities and other local bodies have a legal duty to follow.

Transition Movement between different environments, rooms, settings, year group, or services. All transitions involve change, and it is vital to prepare children and young people for this.

Transition Planning A plan which sets out the steps needed to move from one setting to another or from school to adult life.

