

## SEND Glossary of Terms

Governors	Each school has a board of governors that are responsible to parents, funders and the community for making sure the school provides a good quality education.
Areas of Need	Four broad categories used to describe a pupil's SEN. They are: communication and interaction, cognition and learning, social, emotional and mental health (SEMH) and sensory and/or physical needs.
Children and Families Act 2014	This law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0-25 Years. You can download a copy of the Act at <a href="#">Children and Families Act 2014</a> .
Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, their special educational needs and the support required to meet those needs. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.
Disagreement Resolution	Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision. You can find more information on disagreement resolution in the SEND Code of Practice 11.6 to 11.10.
EHC Needs Assessment	Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn. It is sometimes called a statutory assessment.  You can find out more in the SEND Code of Practice sections 9.45 – 9.52.
Education Health and Care plan (EHC plan)	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.
Mediation	Mediation is a way of sorting out a disagreement in a safe and friendly environment. The mediation service is completely neutral and independent of schools and the local authority.
Graduated Approach	The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of: <ul style="list-style-type: none"> <li>• Access</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> You can find out more about the graduated approach in the SEND code of Practice sections 6.44 to 6.56.

CoP - SEN Code of Practice	The SEN Code of Practice gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
DfE - Department for Education	Central government department responsible for the education of children and young people.
Developmental Delay	A delay in reaching the normal stages of development, for example sitting, crawling or talking.
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 and organising the classroom.
EP - Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
EWO - Educational Welfare	Officer Employed by the LA to make sure that children are getting the education they need. They deal with school attendance.
AR – Annual Review	Under the Education Act 1996 local authorities had to carry out a review of every Statement of Special Educational Need at least once every 12 months.  Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months.
ADHD / ADD - Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	It is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses and can affect concentration levels. Children with ADD/ADHD may be: - Inattentive, hyperactive, and impulsive (the most common form) - Inattentive, but not hyperactive or impulsive. - Hyperactive and impulsive, but able to pay attention.
SpLD - Specific Learning	Difficulties General learning abilities in the average range but difficulties in one or more particular areas of learning.
Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Dyscalculia is a type of Specific Learning Difficulty (SpLD).
Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page.
Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD).
Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD).
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.
Gross Motor Skills	Movements involving the large muscles of the arms, legs and torso.
Global Delay	A general delay in acquiring normal developmental milestones.
HI - Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Children with hearing impairments might require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
VI - Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses.
Hyperactivity	Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties.
IEP	Individual Education Plan An IEP sets out the special help that a child will receive at school to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP. An IEP should be reviewed regularly.
LD - 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. A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LA - Local Authority	The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health and Care Plans.
Local Offer	Local authorities are 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. Most schools also publish their own local offer, Broughton Jewish's is available on our website.
Mainstream School	A primary or secondary school which is in direct control of a local authority.
MLD - Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
Non-verbal skills	Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
Ofsted	Office for Standards in Education An inspection team that visit and inspects schools and local authorities, they oversee the quality of the provision of education and care through inspection and regulation.
OT - Occupational Therapist	Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.
PD - Physical Disability	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. There are a number of medical conditions associated with physical disability which can impact on mobility, these

	include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy.
Physiotherapists	Physiotherapists see children who have difficulties with movement e.g. walking, kicking a ball. The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
Receptive Language	The ability to understand what is being said.
SaLT - Speech and Language Therapist	Assesses children's speech, language and communication needs.
SEN - Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SEND - Special Educational Needs and Disabilities	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.
SEN support	Special Educational Needs 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 fourpart cycle: assess, plan, do, review.
SENDCO - Special Educational Needs and Disabilities Co-ordinator	A Special Educational Needs and Disabilities Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met. Broughton Jewish's SENDCOs are Mr Hadfield and Mrs Miller.
SI - Sensory Impairment	A sensory impairment is when one or more of the senses (sight, hearing, smell, touch, taste or spatial awareness) are not working as it should.
Social Worker	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
EH – Early Help	Early help, also known as early intervention, is support given to a family when a problem first emerges.
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.
Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan.
TA - Teaching Assistant	A teaching assistant is employed to support whole classes, small groups or individual pupils.
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.