

**1PP:** One Page Profile

**Advice:** Written reports from parents, teachers and other professionals on a pupil's special educational needs

**ADD:** Attention Deficit Disorder

**ADHD:** Attention Deficit Hyperactivity Disorder

**Annual Review:** A review of a child's Statement or Education Health and Care Plan (EHCP)

**ASD:** Autistic Spectrum Disorder

**ESMH:** Emotional, Social and Mental Health Difficulties

**CAF:** Common Assessment Framework

**CAMHS:** Child and Adolescent Mental Health Services

**Code of Practice:** SEND Code of Practice. Guidelines for Local Authorities and Schools on how they should identify, assess and provide support for children with special educational needs. Schools and Local Authorities must have regard to the code when they consider special educational needs.

**DfE:** Department for Education

**EMC:** The Equality for Minority Communities Service aims to tackle any disadvantage that Ethnic Minority and Traveller families and communities have in accessing education and ensure that they feel integrated within society.

**EP:** Educational Psychologist – a professional employed by the local authority to assess a child's Special Educational Needs and to give advice to schools and settings as to how the child's need(s) can be met.

**EWO:** Education Welfare Officer – works with families, schools and young people who have irregular attendance or frequent absence from school.

**Final Statement:** EHCP Completed Statement of Special Educational Needs.

**Graduated Approach:** A staged model which recognises that children may need different levels of support at different stages in their early years or school lives

**Home Tuition:** Tuition for pupils at home arranged by the Local Authority in special circumstances

**K:** SEN support - the stage that replaced School Action and School Action plus.

**KS:** 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)

KS1 – Key Stage one – age 5-7 (Years 1 and 2)

KS2 – Key Stage two – 7-11 (Years 3, 4, 5 and 6)

KS3 – Key Stage three – age 11-14 (Years 7, 8 and 9)

KS4 – Key Stage four – age 14-16 (Years 10 and 11)

KS5 – Key Stage five – age 16-18 (Sixth Form, College, Training Provider)

**LA:** Local Authority. The Local Government body with responsibility for education, carrying out Statutory Assessment and maintaining statements/ECHP of special educational need.

**Mainstream school:** State school which can meet the needs of most children

**Mediation:** an independent service which can work with parents, schools and Local Authority to resolve disputes through discussion

**Parent Partnership:** Independent support for parent/carers of children who have special educational needs or disabilities.

**MLD:** Moderate Learning Difficulties

**Named Officer:** The person at the Local Authority who will deal with your child's case

**NC:** National Curriculum – the framework which sets out standards and appropriate levels of achievement for children's education

**Note in lieu:** Document produced by a LA following a statutory assessment in place of a statement; it has no legal force

**Ofsted:** Office for Standards in Education; inspects and reports on schools

**OT:** Occupational Therapist: a professional trained to give advice on equipment, adaptations and activities to support the learning/social development of children.

**Paediatrician:** Doctor specialising in the health needs of babies and children

**PM:** Provision Map

**School Action:** A child's teacher and the School's SENCO identify that a child has special educational needs. They work together to provide any extra help a child needs. This is the first stage in the 'graduated approach'. - This has been replaced by the stage SEN support (K).

**School Action Plus:** If a child requires more help that the teacher and SENCO are able to provide school will ask for specialist help from outside agencies. This has been replaced by the stage SEN support (K).

**SEND Special Educational Needs and Disabilities:** A child has special educational needs if they need help in addition to what is normally provided as part of the daily classroom routine.

**SENCO: Special Educational Needs Co-ordinator** – the teacher with responsibility for co-ordinating special help for children with SEN at their school.

**SALT:** Speech and Language Therapist a professional trained to give specialist assessments, advice and treatment for children with communication difficulties

**SLD:** Severe Learning Difficulty

**Special School:** A school which is specially organised to make special educational provision for pupils with special educational needs.

**STEPS:** Specialist Teaching and Educational Psychology service. This team includes specialist teachers for Autism and Dyslexia as well as Educational Psychologists.

**Statement/ECHP:** A legal document that describes a child's special educational needs and the extra provision required to support those needs

**Statutory Assessment:** Detailed assessment of a child's needs and abilities by different specialists, as well as the gathering of views from parents and children. Assessment may take place in a variety of places. The assessment reports will then be looked at by the Statementing Panel to decide whether a child needs a statement of special educational needs

**TA:** Teaching Assistant

**TAC:** Team Around the Child

**TAF:** Team Around the Family

**TLC:** Teaching and Learning centres. Alternative educational provision

**Transitional Plan:** A plan drawn up at a young person's annual review in Year 9 which looks at the move from school to adult life and the support a young person will need.

**Tribunal:** An independent body to which parents can take grievances relating to statementing procedures or disability discrimination