



## St Bede's SEND Glossary

### **Achievement**

The result of striving towards a sense of personal success and achieving as highly as possible. A combination of a child's progress and attainment.

### **Additional needs**

Having an additional need means a child requires more support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.

### **Alternative provision**

Education in a setting that is not a mainstream or special school. The education should be based on the needs of the child and can be provided through a variety of routes, including pupil referral units (PRUs).

### **Annual Review**

A review of a pupil's Education, Health and Care Plan (EHCP) carried out by the Local Authority (LA) at least every 12 months.

### **Areas of Need**

Four categories used to describe a pupil's Special Educational Need (SEN).

- C&I Communication and Interaction
- C&L Cognition and Learning
- SEMH Social, Emotional and Mental Health
- S&P Sensory and/or Physical Needs

### **Asperger Syndrome**

Asperger Syndrome describes the higher-ability aspect of the autistic spectrum. People with Asperger Syndrome can have difficulty communicating, difficulty in social relationships and lack of understanding of how people feel.

### **Assessment**

Assessment is the systematic process of assessing the needs, circumstances or progress of a child against an established scale or standardised benchmarks, with the intention of understanding the child's needs so that decisions can be made about appropriate support.

### **Assessment for Learning**

Using classroom assessment to improve learning. It helps to track pupil progress, set individual learning targets, tackle under-performance and provide structured feedback to pupils and parents.

### **Attainment**

Achievement evaluated against specified standards, generally in national expectations.

### **Attention Deficit Hyperactivity Disorder (ADHD)**

A medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.

### **Autism or ASD Autistic spectrum disorder**

Autism is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them.

### **Child and Adolescent Mental Health Services (CAMHS)**

Provides multidisciplinary mental health services to children and young people with mental health problems and disorders.

### **Cognition and Learning**

The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgement.

### **Communication and Interaction**

A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially.

### **Developmental delay**

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

### **Disability/Disabled**

A person is disabled if he or she has a physical or mental impairment, which has substantial and long-term effect on his/her ability to carry out day-to-day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.

### **Dyscalculia**

A condition associated with specific learning difficulties in Maths. In its simplest terms this means that learners with this condition have problems with even simple arithmetic.

### **Dyslexia**

A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

### **Dyspraxia**

A common developmental disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech.

### **Education, Health and Care Plans (EHCP)**

EHC plans set out how services will work together to meet the child or young person's needs. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision-making.

### **Early Help Assessment (EHA)**

This is a standardised approach to assessing children and young people's needs and deciding how they should be met. Once completed the EHA will serve as a useful way to share information and to track

and review a child or young person's progress. It is not a specific service or team, but an approach that brings together people from a range of services and teams who will work together with your whole family to help improve the situation for everyone.

### **EHC Needs Assessment**

An assessment, carried out by the LA, deciding whether a child or young person needs an EHC plan. An EHC can be requested by parents, young people or schools

### **Epilepsy**

A condition in which the affected person has recurrent seizures because of an altered state in the brain.

### **Graduated Approach**

A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with a SEN IEP Individual Education Plan.

### **Hearing Impairment (HI)**

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.

### **High Needs Funding**

Additional funding available from the LA for pupils with higher levels of need.

### **Higher Level Teaching Assistant (HLTA)**

An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.

### **IEP (Individual Education Plan)**

A document setting out school-based support and interventions for a pupil with SEN.

### **Intervention**

A short, intensive programme that will support a child with a specific difficulty. These could include phonics, sentence, reading, maths or sensory interventions. They are reviewed after 6-10 weeks to determine whether they are being successful.

### **Learning difficulties/disabilities**

Characteristics of pupils who have difficulty in learning new skills or who learn at a different rate from their peers.

### **Learning objectives**

These are targets or tasks that teachers set for children in their everyday work.

### **Local Authority (LA)**

The local government body of a county or city that provides services, including education, for local people.

### **Local Offer**

Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the Local Authority (LA)

**MLD**

Moderate learning difficulties

**Modification**

Amendment or alteration of a programme of study, attainment target, assessment or any other component of the curriculum so that a child can access that area of the teaching and learning.

**Monitoring**

Systematic checking of progress against targets and the gathering of information to work out how effective learning strategies and interventions have been.

**Multi-agency working**

Practitioners from different sectors and professions working together to provide joined-up support for children, young people and families.

**Multi-sensory impairment (MSI)**

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.

**Outcome**

Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART)

**Personal Budget**

An amount of money requested by parents or young people for securing provision set out in the EHC plan.

**Physical disability (PD)**

Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.

**PMLD**

Profound and multiple learning difficulties

**Provision**

This is what is provided by school, LA or learning base. Could include interventions, resources, funding and access to specialist staff.

**Provision map**

A provision map is a way of documenting the range of support available to pupils with SEN within a school.

**Pupil Premium**

Additional funding for schools to spend in order to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.

**Pupil Referral Unit (PRU)**

This is a school established and maintained by a local authority that is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school.

**Quality First Teaching**

The range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.

**RAISE online**

A web-based system which contains information about a school's basic characteristics, attainment and progress in the core subjects, to support evaluation and target setting.

**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.

**SALT/S&L** Speech and language therapy, sometimes delivered by a speech and language therapist.

**School SEND Policy**

Sets out the vision, values and aims of the school's SEND arrangements.

**SEND**

Special educational needs and/or disability. A pupil has SEND if he or she needs special educational provision due to a learning difficulty or disability

**SEND Code of Practice**

Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND

**SEND Information Report**

A document published on the school website, setting out the school's provision for pupils with SEND

**SEND Register**

The list of children in school who have SEND

**SEND Resource Base**

Specialist provision within a mainstream school, also known as a SEN unit or specialist resource base.

**SEND Support**

An overall term that refers to pupils needing special educational provision who do not have EHC plans.

**SENDCO**

Special educational needs and disability co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND: Mrs Duffield.

**Sensory and Physical Needs**

This covers a wide range of needs such as visual, hearing or multi-sensory impairments.

**Sensory Room**

A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication

**SLD**

Severe learning difficulties that may require alternative provision.

### **Social, Emotional and Mental Health (SEMH)**

Social, emotional and mental difficulties, usually resulting in behaviour difficulties that present a barrier to learning and participation.

### **Special Educational Provision**

Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age

### **Specialist Services**

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

### **Speech and Language Therapy**

A health care provision, the aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.

### **SPLD**

Specific learning difficulties. SPLD affect one or more particular aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia

### **Target**

Small steps given to children usually by the class teacher to encourage progress

### **Targeted Support Plan (TS)**

A plan that a child who is not making enough progress but does not yet need to go on the SEND register.

### **Top-Up Funding**

Additional funding available from the LA for pupils with high needs.

### **Transition Planning**

Preparation for moves between phases of education or for adult life