



Glossary of Terms

Below is an alphabetical list of terms and abbreviations often used when talking about Special Educational Needs and Disabilities.

Access Arrangements	<p>Access arrangements are special arrangements, or reasonable adjustments, which a small number of disabled students are entitled to in their public exams. The intention is that students can demonstrate their ability in an area without their disability being a barrier.</p> <p>Find out more here</p>
Age Weighted Pupil Unit (AWPU)	<p>The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils.</p>
Alternative Provision (AP)	<p>An AP teaches children and young people who are not able to attend a mainstream school. This could be because they have behavioural difficulties, a short or long-term illness or have been excluded.</p>
Annual Review	<p>Under the Children and Families Act 2014 local authorities must carry out a review of every Education Health and Care plan at least once every 12 months. These are usually organised by school SENDCo's and any professionals involved in the support and care of the individual child will be invited to attend and/or contribute.</p> <p>More information on the process of Annual Reviews can be found here.</p>
Area of Need	<p>Area of Need is the name for the four broad categories used to describe a pupil's SEND. They are:</p> <ul style="list-style-type: none">communication and interactioncognition and learningsocial, emotional and mental healthsensory and physical
Autism Spectrum Condition/Disorder (ASC/ASD)	<p>Autism, or Autism Spectrum Condition/Disorder (ASC/ASD) refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviours, speech and non-verbal communication.</p>

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Children and Adolescent Mental Health Service (CAMHS)	CAMHS assess and treats children and young people with emotional, behavioural or mental health difficulties.
Children and Families Act 2014	The Children and Families Act 2014 became law on 1st September 2014. Part 3 of the Act sets out the new law on SEND. The Act is supported by the SEND Code of Practice: 0-25 Years. You can download a copy here
Clinical Commissioning Group (CCG)	A CCG is a group of NHS professionals who are responsible for planning and arranging the delivery of the healthcare provision for people in its area
Communication and Interaction (C&I)	<p>Children and young people with Communication and Interaction (C&I) needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with C&I is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Children in Care (CiC)	This acronym is used when discussing children who are in the care of those other than their biological parents following a court order.
Child in Need (CIN) plan	This acronym is used when discussing children who are being supported by a Child in Need (S17) plan with the support of Local Authority Social Care.
Cognition and Learning (C&L)	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), Global Developmental Delay (GDD) where children



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	<p>are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia as well as difficulty with working memory.</p>
Cognitive ability	Thinking and reasoning abilities. A term often used by Educational Psychologists instead of intelligence.
Comprehension	Understanding of spoken or written material or practical situations.
Compulsory school age	A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.
Child Protection (CP) plan	This acronym is used when discussing children who are being supported by a Child Protection (S47) plan with the support of Local Authority Social Care.
Direct payment	<p>A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan.</p> <p>Find out more here</p>
Disagreement resolution	<p>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.</p> <p>Find out more here</p>
Early Help	Early Help is the name of an assessment and offer of support of a family to help identify needs and offer intervention at an early stage.



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Early Years Foundation Stage (EYFS)	<p>The EYFS begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1 when programmes of study for Key Stage 1 are taught.</p>
Education Funding Agency (EFA)	<p>The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.</p> <p>The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools</p>
Education Health and Care Needs Assessment (EHCNA)	<p>The initial assessment carried out by the Local Authority, for deciding whether a child or young person needs an EHC plan.</p> <p>Find out more here.</p>
Education Health and Care plan (EHC plan)	<p>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.</p> <p>Find out more here.</p>
Education Other Than at School (ETOAS)	<p>ETOAS includes hospital school, online schooling or home tuition. Government guidance states that:</p> <p>Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, Local Authorities should provide part-time education on a basis they consider to be in the child's best interests.</p>

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<p>EP (Educational Psychologist)</p>	<p>Educational psychology is concerned with children and young people in educational and early years settings. Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders.</p> <p>They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people concerned.</p> <p>They research innovative ways of helping vulnerable young people and often train teachers, learning support assistants and others working with children.</p>
<p>Elective Home Education (EHE)</p>	<p>Elective home education is a term used to describe a choice by parents to provide education for their children at home. A child who is EHE will not be on role at a school. Can be called Home Schooling.</p>
<p>Expressive Language</p>	<p>How a child or young person expresses ideas, thoughts and feelings through speech.</p>
<p>Fine Motor Skills</p>	<p>Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.</p>
<p>First Tier Tribunal (SEN and disability)</p>	<p>The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.</p> <p>The Tribunal also hears claims of disability discrimination under the Equality Act 2010.</p> <p>Find out more here</p>
<p>Global Developmental Delay</p>	<p>A general delay in acquiring normal developmental milestones.</p>



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Graduated approach	<p>The SEND Code of Practice states that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:</p> <p>Assess Plan Do Review</p> <p>Find out more about Nova's Graduated response here.</p>
Gross Motor Skills	<p>Whole body actions for example, playing games, swimming or riding a bicycle.</p>
High Needs Funding and High Needs Top-Up Funding	<p>High needs funding is the funding that LA use to pay for special school places which can only be accessed for children who have an EHCP.</p> <p>High needs top-up funding is additional funding paid directly by the LA to school for children who display significantly complex needs and require a level of specialist support. Top-up funding can only be applied for by educational settings but if you'd like to find out more about Bristol's Top-up Funding, you can do so here.</p>
Individual Education Plan (IEP)	<p>A document that schools can use to outline and monitor the support they provide to a child or young person. It is a non-statutory document meaning that schools can choose if and how they use it. They can also have different names such as; SEND Support Plans, Pupil Passports or One Page Profiles. At Nova, we call ours "Pupil Plans".</p>
Independent School	<p>A school that is not maintained by a local authority. These schools can be mainstream (also called non-maintained, fee-paying or private schools) or specialist independent schools funded through an EHC plan (also called non-maintained specialist schools).</p>



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Information, Advice and Support Service (IASS or SENDIAS)	SENDIAS services provide information, advice and support to children and young people with SEN and their parents. They provide impartial advice on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, SENDIAS Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.
Interventions	<p>Interventions are support that schools put into place to help children progress in particular areas where they may be working below their peers or having a particular difficulty with at that time. It may be academic, social or emotional.</p> <p>A list of the interventions we run at Nova Primary School is available on our website.</p>
Key Stage	<p>A key stage is a stage of education. They are separated in age as follows:</p> <p>Key Stage 1, 5-7 years old, school years 1 and 2 Key Stage 2, 7-11 years old, school years 3 – 6 Key Stage 3, 11 – 14 years old, school years 7 - 9 Key Stage 4, 14 – 16 years old, school years 10 - 11 Key Stage 5, 16 – 18 years old, school years 12 - 13</p>
Looked After Children (LAC)	The term 'looked after' refers to children, under 18, who have been provided with care and accommodation by children's services.
Local Authority/Authorities	Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. Find out more information about local government here



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Local Offer	<p>The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>You can Visit Bristol's Local offer page here.</p>
LSA/TA Learning Support Assistant/Teaching Assistant	<p>Valued members of staff who support teachers and children to make progress with the learning and social and emotional development. Some children may have a Key LSA who they spend a lot of time with, likely due to their high needs and the receipt of Top-up Funding.</p>
Maintained School	<p>Schools in England that are funded by a local authority including any community, foundation or voluntary school, community special or foundation special school.</p>
Mainstream school	<p>This is a school that provides education for all children, whether or not they have special educational needs or disabilities.</p>
Mediation	<p>A form of disagreement resolution for parents and young people considering appealing decisions about EHC</p> <p>needs assessments and plans at the tribunal.</p> <p>Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p> <ul style="list-style-type: none"> a decision not to carry out an EHC needs assessment a decision not to draw up an EHC plan the content of a final EHC plan or amended plan a decision not to amend an EHC plan a decision to cease to maintain an EHC plan. <p>Mediation must also be provided on the health and social care elements of an EHC plan.</p> <p>You can find more here</p>



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Mediation advice	<p>The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.</p> <p>However, it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.</p> <p>Find out more here</p>
'Must'	<p>The SEND Code of Practice says in Section i of the Introduction:</p> <p>...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.</p> <p>This means that wherever the term 'must' is used there is a legal duty to do what the Code says.</p>
OT Occupation Therapy/Therapist	<p>Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.</p>
Outcome	<p>Outcomes describe the difference that will be made to a child or young person as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).</p>
Performance Levels/Scales (P Levels/Scales)	<p>P Scales or P Levels are used to assess the progress of children between the ages of 5-14 who have SEND and whose abilities do not yet reach Key Stage Level 1 of the National Curriculum.</p>

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Parent Carer Forum	<p>A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. For more information on your areas Parent Carer Forum visit http://www.nnpccf.org.uk/</p>
Personal Budget	<p>A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care.</p> <p>Find out more here</p>
Physical/Sensory (P/S)	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Children with dyspraxia, cerebral palsy and sensory processing disorder will have needs within this area, along with many Autistic children.</p>
Portage	<p>Portage is home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services.</p>
Pupil Premium	<p>Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils.</p> <p>Schools get pupil premium funding based on the number of pupils they have in January each year who receive free school meals and/or are Looked After and previously Looked After</p>

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Parental Responsibility (PR)	Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property.
Primary Mental Health Specialist (PMHS)	Primary Mental Health Specialists (PMHS) support frontline professionals who work with children and young people aged five to eighteen and their carers when there are concerns about mental health and emotional wellbeing. Schools are able to arrange liaison meetings with their PMHS once every long term to discuss any children of concern who may not meet the criteria for a CAMHS referral.
Pupil referral unit (PRU)	A school which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason. Also called an alternative provision.
Reasonable adjustments	Reasonable adjustments are changes schools and other settings are required to make which could include: 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.
Resourced or Resource Provision	Resourced provision within mainstream schools are where pupils are either withdrawn to a resource for specialist input, or teachers from the resource deliver specialist help to the child within the classroom. A resource provision usually has a specialist focus such as hearing impairment or Autism Spectrum Disorder.
Section 41 Schools	Section 41 Schools is school included on the Secretary of State Approved List of independent educational institutions, independent special schools and post-16 institutions. You can find the list here
Social, Emotional and Mental Health (SEMH)	Children and young people may experience a wide range of social and emotional difficulties which



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	<p>manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.</p>
Special Educational Needs and Disabilities (SEND)	<p>Special educational needs often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age.</p> <p>Find out more here</p>
SEND Code of Practice	<p>This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.</p> <p>It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.</p> <p>You can download a full copy of the Code here</p> <p>You can download a shorter version for parents here</p>
Special Educational Needs and Disabilities Coordinator (SENCo/SENDCo)	<p>A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.</p>
SEND Information Report	<p>All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.</p> <p>You can find Nova's SEND information report here.</p>
SENDIST	<p>See First Tier Tribunal</p>



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SEN register	Every school is required to identify and address the SEN of the pupils that they support and record when they decide a child has Special Educational Needs in the school records.
SEN support	<p>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.</p> <p>This SEN Support should take the form of a four part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.</p> <p>Children who have been identified as requiring this support will be placed on the school SEN register.</p>
SEND Team	<p>The SEND Team, which often have a name unique to the Local Authority, are the team responsible for the EHC assessments, plans, reviews and placements. You should be able to find the contact details for the SEND Team through the Local Offer.</p> <p>You can find out more about Bristol SEN team here.</p>
Special Educational Provision	<p>Special education is any educational or training provision which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support.</p> <p>Some children and young people may need extra help which is not special educational provision such as having medication at school. As this is not support with education or training it would not be classed as special educational provision.</p> <p>Find out more about what we offer at Nova here.</p>
Special School	A school which is specifically set up to provide education for pupils with SEND when a



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	mainstream school is deemed as unable to meet their needs.
'Should'	<p>Should is a word that occurs frequently in the SEND Code of Practice.</p> <p>Section i of the Introduction to the Code says:</p> <p><i>... where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.</i></p> <p>This means that wherever the term 'should' is used organisations must consider what the Code says. However, they may depart from it.</p>
Signposting	<p>Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly.</p> <p>When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.</p>
Statement of Special Educational Need	<p>Under the Education Act 1996 local authorities issued Statements of Special Educational Need for children whose needs could not be met through the provision normally made by schools.</p> <p>The Children and Families Act 2014 replaces Statements with EHC plans.</p>
Statutory guidance	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.
Supportive Parents	<p>Bristol's SENDIAS service covers Bristol, North Somerset and South Gloucestershire. To access their help and support, you must be living in one of these areas. Please call their helpline on 0117 9897725 or email them at support@supportiveparents.org.uk</p> <p>Their service is open from 9.30am – 4.30pm, Monday to Friday, with an answerphone available at all other times.</p>



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	<p>More information about Supportive Parents can be found here.</p> <p>If you live outside these areas you will need to contact the SENDIAS service local to you.</p>
Transition planning	<p>Preparation for moves between phases of education or for adult life</p>