

Glossary of SEND terms

Assessment

This is a process over time that identifies strengths, weaknesses and needs across all areas of a child's or young person's life and involves both parent carers and practitioners.

ARC *Additionally Resourced Centre*

These are provisions provided by Newcastle Local Authority to enable children who have additional educational needs to be educated inclusively in mainstream school. The ARCs are run under the same guidelines set out in the school SEND policy.

ASD

Autistic Spectrum Disorder

Autism spectrum disorder (ASD) is a condition that affects social interaction, communication, interests and behaviour.

Carer

For the purpose of the SEND Code of Practice, a carer is a person named by a local authority to care for a child for whom the social services department has a parental responsibility.

Centiles

Educational Psychologists and Speech & Language Therapists may refer to centiles. These describe how your child functions compared to 100 children. If they are on the 75th centile, 74 children out of a hundred would have more difficulties than them, and 25 children would have fewer difficulties than them. It is a benchmark from which progress can be measured.

Clinical Psychologist

A clinical psychologist can offer advice on the psychological wellbeing of the person. They use psychological methods and research to make positive changes to lives and offer various forms of treatment. They work with clients of all ages who have a variety of different mental or physical health issues, such as: depression and anxiety; mental illness; adjustment to physical illness; neurological disorders; challenging behaviours; eating disorders; personal and family relationship problems; learning disabilities.

CYPS *Children's and Young Peoples Service*

Child and Young People's Services Child and adolescent services which provide assessment, treatment and care when a child or young person experiences continued emotional or behavioural difficulties which impact on their mental health and wellbeing.

DfE *Department for Education.*

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Early Intervention

This is the process of intervening when a child or young person first shows signs of having difficulties. The aim is to ensure that help is received as soon as possible, to prevent any difficulties escalating.

Educational Psychologists (EPs)

Educational Psychologists bring a specialised perspective to working with children. They are concerned with children's learning and development and they aim to bring about positive change for children. They have skills in a range of psychological and educational assessment techniques and in different methods of helping children and young people who are experiencing difficulties in learning, behaviour or social adjustment.

EHC Plan

A single Education, Health and Care Plan, to be used from birth to 25 years of age. EHCP is a Statutory Assessment. This is the formal process whereby the Local Authority assesses a child's Special Educational Needs and / or Disabilities (SEND) and may result in a Statement of SEND being drawn up. This is a legal document which details a pupil's Special Educational Needs and the provision required to meet those needs.

EAL English as an Additional Language

Fine and Gross Motor Skills

Motor skills involve the function of muscle movements in the entire body. There are two groups of motor skills. Gross motor skills manoeuvre large muscle groups coordinating functions for sitting, standing, walking, running, keeping balance and changing positions. Fine motor skills coordinate precise, small movements involving the hands, wrists, feet, toes, lips and tongue. Features of fine motor control include handwriting, drawing, grasping objects, cutting and controlling a computer mouse.

Intervention Map

An intervention map is an educational plan drawn up with a child's specific educational needs in mind. This sets out specific targets for a child's needs and how they intend to reach these targets. The targets will be reviewed three times per year in-line with progress meetings for all other children in the school.

Inclusion

Inclusion is a term which ensures equal learning opportunities for all children and young people.

LA Local Authority.

LAC - Looked After Children

The term used to describe a child in local authority care or in social accommodation for more than 24 hours.

MLD Moderate Learning Difficulties

Multi-agency Meeting

Multi-agency working is a true partnership between workers from two or more (normally statutory) agencies based on common goals and strategic vision. Multi-agency working means that parent carers, children and young people are offered appropriate support in all areas of their life where this is needed.

Multi-disciplinary

Multi-disciplinary working is where practitioners from different professional backgrounds work together in an integrated way.

Occupational Therapists

An occupational therapist can identify strengths and difficulties people may have in everyday life, such as dressing or getting to the shops, and will help you work out practical solutions. They can advise schools on programmes that will help develop fine and gross motor skills.

Planning

Planning is a process where parent carers and practitioners come together to agree how their desired outcomes for the child or young person and the family can be achieved.

Personal Budget

A personal budget is the amount of funding available to meet the desired outcomes set out in the single plan for an individual child or young person. It will enable the child and their family to make choices to suit their particular circumstances about the way the outcomes are achieved. The personal budget can be held by the parent carers through a direct payment, held on their behalf by an agency or other organisation or a combination of these.

Parent Carer Participation

Parent carer participation is welcoming parent carers to the strategic decision making process as full partners from the start.

Practitioner

A practitioner is someone who is employed by an agency to work with children and young people with special educational needs or disabilities and their families.

PRU - Pupil Referral Unit

Pupil Referral Units are centres for children who are not able to attend mainstream or special schools.

Provision Map

Provision maps are a way of documenting the range of support available to SEN pupils within a school. These will set out specific targets/outcomes for a child's needs and how the targets are intended to be met. The targets will be reviewed three times per year in-line with progress meetings for all other children in the school.

PSA Parent Support Advisor

SEN Special Educational Needs

Special Educational Need: a learning difficulty or disability which makes it more difficult for a child to learn or access education than for most children in the same age group.

SEND Special Educational Needs and Disabilities

SENDCO Special Educational Needs Coordinator

The Special Educational Needs Co-ordinator is responsible for coordinating special educational provision within mainstream schools.

SENTASS The Special Educational Needs Teaching and Support Service (SENTASS)

SLCN Speech Language Communication Needs

SPLD Specific Learning Difficulties E.g. Dyslexia, Dyscalculia

Specialist Special Educational Needs and Disabilities Supporters

The Specialist Special Educational Needs and Disabilities Supporters exist to give confidential, impartial help and support to parents and carers who have a child aged 0-19 who needs extra help with pre-school or school education. This might be because the child or young person: is disabled, has a learning difficulty, has a social, emotional or behavioural difficulty or finds it more difficult to learn than other children the same age.

Transition

Transition is a change in a child's or young person's life where some or all of their support is undertaken by new services or other practitioners. This will include the transition between stages of education and the move from children's to adult services.

Transition Plan

This is a plan for a young person who already has a Statement of SEND, which looks at their future education, training and support after the age of 16.