



Special Educational Needs Glossary

Term	Meaning
AA (Access Arrangements)	Special arrangements, or reasonable adjustments, which a small number of disabled students are entitled to in their public exams. JCQ Access Arrangements
ADHD (Attention Deficit Hyperactivity Disorder)	A condition that affects people's behaviour where they are restless or inattentive and have trouble concentrating or may be impulsive. NHS ADHD
AP (Alternative Provision) also sometimes referred to as AEP (Alternative Education Provision).	Education arranged by settings or local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education. This can include pupils receiving targeted support in their mainstream school, pupils directed to off-site provision to improve their behaviour, and provision for pupils on a fixed period exclusion.
Annual Review	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. The LA must inform the parents about their decision as to whether to amend the plan or not. Annual Reviews in CBC
APDR (Assess, Plan, Do, Review)	A cycle to assess the progress and support in place for a child and forms the graduated approach to ensuring a child's needs are being met.
Area of Need	The name for the four broad categories used to describe a pupil's SEND. They are: <ul style="list-style-type: none"> ➤ communication and interaction ➤ cognition and learning ➤ social, emotional and mental health ➤ sensory and physical
ARP (Additionally Resourced Provision)	Resourced provisions within mainstream schools are where pupils are withdrawn to receive specialist support for an identified SEN. Children who access an ARP are in receipt of an EHCP.
ASC (Autistic Spectrum Condition)	Autism is a neurodevelopmental condition that can affect the way people communicate with the world around them, including sensory impairment and the ability to cope with unfamiliar situations. ASD (Autistic Spectrum Disorder) is the diagnostic terminology. NHS ASC
CAFA (Children and Families Act)	The Children and Families Act 2014 became law on 1st September 2014. Part 3 of the Act sets out the new law on SEND. CAFA 2014
CAMHS (Child and Adolescent Mental Health Service)	This service assesses and treats children and young people with emotional, behavioural, or mental health difficulties if they meet the criteria. CAMHS

Care Quality Commission (CQC)	The independent regulator of health and social care in England, responsible for registering care providers, monitoring, inspecting, and rating services, and taking action to protect people who use services. CQC CBC
CHUMS	A Tier 2 mental health and wellbeing support service for children and their families if they meet the criteria CHUMS in CBC
C&I (Communication and Interaction)	One of the 4 broad areas of need. These needs affect the ability to communicate with people and the world around you. It includes conditions that affect receptive and expressive language, and the ability to speak fluently.
C&L (Cognition and Learning)	One of the 4 broad areas of need refers to the ability to apply information, thinking skills and thought processes that are acquired through prior experiences.
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.
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. Disagreement Resolution CBC
EBSA	Emotionally based school refusal
EIG (Early Intervention Grant)	A grant that schools can apply for to request additional funding for children at SEN Support. Early Intervention Grant Panel
EYFS (Early Years Foundation Stage)	The EYFS covers children from birth to age five. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year.
EHENA (Education Health and Care Needs Assessment)	The initial assessment carried out by the Local Authority, for deciding whether a child or young person needs an EHC plan. EHENA in CBC
EHCP (Education Health and Care Plan)	An EHC plan details the special educational needs and provision that a child or young person has. 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. EHCP in CBC
EHE (Elective Home Education)	Elective home education is a term used to describe a decision by parents to provide education for their children at home. A child who is EHE will not be on role at a school. Can also be called Home Schooling. EHE in CBC

EOTAS (Education Other Than at School)/EOTIS (Education Other Than in School)	EOTAS may be provided where full time education would not be in the best interests of a child because of resources relating to their special education needs. Sometimes referred to as EOTIS.
First Tier Tribunal	The First Tier Tribunal is an independent legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.
GDD (Global Development Delay)	Can be diagnosed by a paediatrician and describes when a child takes longer to reach certain developmental milestones than other children their age such as walking, talking and interacting with others socially and emotionally.
Graduated Approach	The SEND Code of Practice states that schools should follow a graduated approach when providing SEND Support. It is a model of action and intervention to help children and young people who have SEN. This is based on a cycle of Assess, Plan, Do, Review (APDR) <i>Graduated Approach CBC</i>
HI (Hearing Impairment)	Hearing impairment affects people and how well they can hear. CBC has a hearing impairment support service that schools and young people can access <i>HI in CBC</i>
High Needs Funding and High Needs Top Up Funding	High needs funding is the funding that local authorities use to pay for special school places. High needs top up funding is additional funding paid directly by the LA for some high needs pupils.
ICB (integrated Care Board)	ICBs are partnerships of organisations that come together to plan and pay for health and care services to improve the lives of people who live and work in the area. <i>ICB CBC</i>
IEP (individual Education Plan)	An IEP is a document (sometimes called a SEN/D Support Plan) that schools use to outline the provision that is in place for a child in schools. It helps schools to implement the graduated approach to the support a child requires.
Key Stage	A key stage is a stage of education. They are separated in age as follows: <ul style="list-style-type: none"> ➤ 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
LA (Local Authority)	Local authorities are administrative offices that provide services in their local areas.

Local Offer	Local authorities are required to set out in their Local Offer, information about provision they expect to be available across education, health and social care for children and young people in there are who have SEN.
Mediation	A form of disagreement resolution for parents and young people considering appealing decisions around an EHC needs assessment and plans at tribunal.
MLD (Moderate Learning Disability)	Children with MLD are likely to have reduced intellectual ability, and difficulty with everyday activities.
MNET (Medical Needs Education Team)	Provides teaching and support for children and young people of statutory age who are unable to attend school due to illness. <i>MNET in CBC</i>
OAP (Ordinarily Available Provision)	OAP is universal support that ALL children in a school can access whether they have a SEND or not.
Outcomes	Outcomes describe the difference that will be made to a child or young person because of provision they receive. The outcome must be SMART
PD	Physical Disability
PEX	Permanent Exclusion. The removal from a school of a child for a severe breach of the school's behaviour policy.
Personal Budget	A personal budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person involved is securing the provision.
PfA (Preparing for Adulthood)	After Year 9 there is a focus on ensuring children and young people have the right support to be ready to be independent. There are 4 pathways- employment, independent living, good health and friends, family and community.
PP (Pupil Premium)	Schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is based on the number of children who receive Free School Meals and/or Looked After or previously Looked After. <i>PP DfE</i>
PRU (Pupil Referral Unit)	A school which is specially organised to provide education for pupils who would not receive suitable education because of exclusion.
SalT (Speech and Language Therapy)/ SLT	The NHS provides a service of advice and support from qualified therapists for children with speech and language difficulties. Therapists are sometimes referred to as SLT.
SEMH (Social Emotional and Mental Health)	One of the 4 broad areas of need. The term SEMH was introduced in the Code of Practice to describe conditions and the ability to manage emotions or behaviour that affect mental health, such as ADHD.

SEND COP (Special Educational Needs Code of Practice)	The SEND Code of Practice was created to provide guidance to organisations working with and providing support to children and young people with SEND. It outlines the legal requirements and statutory guidelines for schools, academies, and local authorities. SEND COP
S&P (Sensory and Physical)	One of the 4 areas of need; encompasses special educational needs and disabilities that affect the physical and sensory abilities of children, such as sensory processing, vision impairment, and hearing impairment.
SENCO/SEND CO	A SENCO is a qualified teacher in a school or maintained nursery who has responsibility for coordinating and overseeing the provision of SEND
SENDIASS (Special Educational Needs and disability Information, Advice and Support Service)	Is a statutory service that provides free, confidential and impartial support for parents and young people with SEND. https://cbsendiass.org/
SEND Information Report	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. It must be kept up to date and reviewed at least annually.
SEND (Special Educational Needs and Disabilities)	“Special educational needs” is a legal definition and refers to children with learning difficulties or disabilities that make it harder for them to learn than most children the same age.
SEND Support	When a child is receiving support that is additional to and different from what other children receive as ordinarily available provision in the school.
SLCN	Speech Language and Communication Needs
SLD (Severe Learning Difficulties)	Sometimes referred to as PMLD (Profound Multiple learning Difficulties) when a person has a disability that significantly affects their ability to communicate and be independent.
SMART	SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets are set on IEPs or SEN Support Plans to focus what the school wants to achieve through the provision they are implementing to support a child.
SNAP (Special Needs Action Panel)	SNAP is a proactive independent forum of parent/carers who have children with SEND. The panel works with the local authority to ensure that the voices of children and their parents/carers are heard when developing local provision. https://www.snappcf.org.uk/ Partnership Agreement
SPLD	Specific Learning Difficulty. Refers to disabilities such as dyslexia or dyspraxia.

Suspension	The temporary removal of a child from the school for a significant breach of the school's behaviour policy.
VI (Visual Impairment)	Visual impairment affects children who have difficulties with sight <i>VI in CBC</i>
VS (Virtual School)	The Virtual School is a resource to support and challenge all involved in the education of children who are in care. It does not replace the school or educational provision of children in care. <i>VS in CBC</i>
WFM (Way Forward Meetings)	A Way Forward Meeting is offered to parents/carers when a request for an EHCNA is turned down. Its purpose is to inform parents of why the needs assessment was turned down, provide them with information about their legal rights to tribunal, and talk to professionals involved about what support could be implemented without an EHCNA.