

## Highfield SEND Glossary

- ADHD—Attention Deficit Hyperactivity Disorder – A condition more commonly found in children than adults. Individuals with ADHD present as overactive, impulsive and inattentive. It is caused by chemical imbalances in the brain.
- Advisory Teacher -A specialist teacher who visits schools or early years settings to advise on special needs provision.
- Annual Review—A meeting held every year which updates a child’s statement or EHC plan (See statement and EHC plan definitions).
- ASD / ASC—Autistic Spectrum Disorder / Autistic Spectrum Condition- These are two names for the same disorder which is also sometimes simply called autism. It affects an individual’s social skills, language development and thought processes. Often, it affects a child’s sensory processing.
- Asperger's syndrome—Asperger's syndrome (or Asperger’s) is a type of autism/ASD.
- BAME—Black & Asian and Minority Ethnic.
- BSP—Behaviour Support Plan – a document that outlines how a child behaves and the best responses that adults can give.
- CAF—Common Assessment Framework – this is an assessment and then a series of meetings. It helps to co-ordinate team work for children and families. It includes the parent(s), school and any other professionals involved.
- CAF Meeting—A meeting of people who are involved with supporting a child/young person. This meeting discusses the current situation and plans actions that have a positive impact on the youngster(s).
- CAMHS—Child and Adolescent Mental Health Service - the NHS team who support the mental health of those under 18.
- CIAT—Communication, Interaction and Access Team – Wakefield Council’s service for children and young people: With an autistic spectrum difficulty, or with a social communication need, or with a physical difficulty.
- CIC—Child in Care - a child who is fostered, or who lives in a children’s home or who has short breaks (short breaks were previously known as respite).
- Differentiation—Teachers adapting lessons to suit the learning needs of groups or individuals within the class (e.g. adjusting the difficulty of a task, providing adult support,

or using pictures to record ideas instead of writing.)

- EAL—English as an Additional Language – a child whose first language isn't English and they speak English as a second (or third or fourth language)
- EHC Plan—Education, Health, Care Plan - This is a legal document that outlines a child's SEN or disability. It outlines what outcomes the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the outcomes. It also says how education services; health services and care services are going to contribute. EHC plans have been introduced from Sept 2014 onwards.
- Element 1, 2 or 3 funding—These are the 3 sets of funding that we receive for students with Education, Health and Care Plans.
- Elite—Elite is an education and training provider. Some of our students attend Elite to study courses not available in school, for example, motor vehicles.
- Entry Level—A qualification that shows small steps of progress, normally in maths and English. After Entry level, some students move on to Level 1 (equivalent to ½ of a GCSE) or Level 2 (equivalent to a GCSE) qualifications in future years. Entry Level qualifications can be Entry Level 1, 2 or 3. Level 3 is the highest of the qualifications.
- EP—Educational psychologist – this is a specialist in child development and child psychology.
- EPS—Educational Psychology Service.
- EWO—Education Welfare Officer. A professional who supports when a student has attendance problems.
- Exam Board—This is a company who write exams and set the pass score. There are several exam boards for different subjects.
- Exclusion -The temporary or permanent banning of a pupil from school.
- GCSE -General Certificate of Secondary Education – a standard qualification used by many English schools to recognise achievement of Y11 students.
- IBP-Individual Behaviour Plan – another name for a behaviour support plan (a behaviour support plan is a document that outlines how a child behaves and the best responses that adults can give).
- IEP-Individual Education Plan – a written plan that sets targets for a child. Most IEPs are reviewed once a term.

- INSET-In-Service Education and Training – courses and training for staff.
- Intimate Care Plan -This is a plan that sets out how we support students who need help with things that are intimate (for example toileting or changing).
- Key Stage 3 -Years 7, 8 and 9.
- Key Stage4 -Years 10 and 11.
- LA-Local Authority – the public sector organisation that runs local education services. In Wakefield District, it is Wakefield Council.
- LAC-Looked After Child – the old name for a child who is fostered, or who lives in a children’s home or who has short breaks (short breaks were previously known as respite).
- Lead Professional-The key person who organises a CAF and CAF meetings.
- LSS -Learning SupportService.
- MDA -Multi-Disciplinary Assessment – an assessment done by a range of health or education experts. The assessment will determine whether a child has autism or not.
- Medical Profile -This is a document that gives details of the medical needs that a student has, for example, epilepsy ordiabetes.
- MLD-Moderate Learning Difficulties.
- MSP -My Support Plan – A plan that looks at the needs of the child and outlines what everyone is going to do to help meet these needs.
- NEET -Not in Education, Employment or Training – A youngster, older than 16 who is not engaged in learning or work.
- OFSTED -Office for Standards in Education – the independent government department that inspects school standards in England.
- One Page Profile -A pupil profile that fits onto one page – it outlines some key information on the child.
- OT-Occupational Therapy/Occupational Therapist–Aspecialist NHSworkerwho isan expertinmovement,co-ordinationandsensoryneeds.
- Outcomes-In Education, Health and Care plans, these are the five long term targets that we want the student to achieve by the end of a particular year group (e.g. Year 11).

- Peripatetic teacher -A teacher who works in a number of schools to give specialist instruction (e.g. for a child who is visually impaired)
- PMLD -Profound and multiple learning difficulties – these children have some of the most complex needs.
- PN / PD -Physical needs / Physical disability
- PRU -Pupil Referral Unit – a unit for students with complex special needs. PRUs usually meet the needs of youngsters with social, emotional or mental health difficulties. Placement in a PRU is often short term.
- PSHE-Personal, Social and Health Education. This is sometimes called PSHCE (the C stands for Communication). It might cover subjects like: Personal Hygiene, Making friends, Smoking
- Resource Provision-A unit for children with complex special needs which is based on the site of a mainstream school. The special needs might be related to autism, hearing impairment, mental health or visual impairment.
- QTOD -Qualified Teacher of the Deaf
- QTVI -Qualified Teacher of the Visual Impaired – A QTVI has the expertise to teach both visually impaired and blind children.
- Safeguarding -Safeguarding means: protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, acting to enable all children and young people to have the best outcomes.
- SALT—Speech & Language Therapy/Speech & Language Therapist—NHS specialists who support children who have speech, language and communication difficulties.
- SATs—Standard Attainment Tests – National tests that are used in England for Year 6 pupils. Children should complete them unless there is a good reason not to (e.g. a child's special needs mean that they aren't able to access the test).
- SEAL—Social and Emotional Aspects of Learning – Teaching youngsters' social skills and understanding of emotions.
- SEMH -Social, emotional and mental health needs – Children with these needs may have difficulty with remaining calm, anxiety, regulating their emotions or behaving appropriately.
- SEND -Special Educational Needs & Disabilities – a child has special educational needs if they require any form of special educational provision to be made for them to help them

to make appropriate progress. A disability might not need any kind of special educational provision to be made (for example, a child using a prosthetic leg might not need any special provision to be made).

- SENART-Special Educational Needs Assessment and Review Team – This team from Wakefield Council administer statements and Education, Health and Care plans. They also make sure that the local authority and its schools fulfil their duties (for example duties set out in the SEN Code of Practice).
- SENDCo -Special Educational Needs & Disability Co-ordinator - The adult responsible for coordinating SEN provision.
- SLCN-Speech, language & communication need
- SLD-Severe Learning Difficulties – a learning difficulty so severe that a child achieves in the lowest 0.1% of their age group, or has a severe lack of progress due to their learning difficulties.
- SpLD-Specific learning difficulties (e.g. dyslexia, dyscalculia). Usually used to refer to difficulties with either English or maths, but is also sometimes used for other specific areas of difficulty (e.g. dyspraxia – a movement difficulty).
- SRE-Sex and Relationships Education
- Statement (see EHC Plan also). -This is was a legal document that outlines a child’s complex SEN or disability. It’s been replaced by the Education Health and Care Plan.
- Streaming/setting-Grouping students in classes according to their ability
- Supportstaff-This term is normally used to mean adults who are not teachers, who still support students to learn in class. This normally means teaching assistants. Sometimes schools use this term very broadly to include office staff, lunchtime supervisors, catering staff, caretakers, and cleaningstaff.
- Team Teach -This is a training programme that teaches staff how to manage difficult behaviour. This includes a range of de-escalation techniques. It also teaches staff how to use physical intervention to move or, if deemed necessary, hold a child safely.
- Transition -The support processes to help a child move from one school to another (or one-year group to another).
- Wave 1 – Things that school provides for all students (e.g. teachers)
- Wave 2 – Things that school provides for groups of students (e.g. teaching assistants to support small groups)

- Wave 3 – Things that school provides for individual students (e.g. an individual visual timetable, physiotherapy)