

SEND Glossary

Acronym	Name	Description
AAC	Augmentative and Alternative Communication (AAC)	The term AAC covers a huge range of techniques which support or replace spoken communication. These include gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids (VOCAs).
ADHD	Attention Deficit Hyperactivity Disorder	A behavioral disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
	Annual Review	The review of an Education, Health and Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis (6-monthly for under 5s).
ASD	Autistic Spectrum Disorder	A developmental disorder of variable severity that is characterised by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.
CAMHS	Child and Adolescent Mental Health Service	CAMHS is the name for the NHS-provided services in the UK for children and young people, generally until school-leaving age, who are having difficulties with their emotional or behavioural well-being
CCG	Clinical Commissioning Group(s)	The CCG organise the delivery of NHS services in England. Each local area has a CCG.
C & F Act 2014	Children & Families Act 2014	<p>From September 2014, there have been a number of changes to improve services for children and young people with special educational needs and disabilities (SEND). The changes were introduced by the Children and Families Act 2014 which became law on the 13 March 2014.</p> <p>The Act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs. The act also aims to:</p> <ul style="list-style-type: none"> • Give children and young people with complex needs and their families more choice and control about which services they can access and how they are paid for. • Improve information about services for children and young people with SEN and their families.

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CIN	Child in need	<p>A child is defined as ‘in need’ under section 17 of the Children Act 1989, where:</p> <ul style="list-style-type: none"> • they are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority • their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or • they are disabled <p>Someone who is described as a child in need will receive additional support from their local authority.</p>
	Cognitive Ability	<p>Thinking and reasoning abilities. Cognitive abilities have more to do with how we learn, remember, problem-solve, and pay attention, rather than with any actual knowledge.</p>
	Comprehension	<p>Understanding of spoken or written material or practical situations.</p>
C.o.P.	SEND Code of Practice	<p>A guide to schools and local education authorities about the help to be given to children and young people with special educational needs and disabilities (SEND). Schools and local authorities must consider the Code when working with children and young people with SEND.</p>
CP	Child protection	<p>The protection of children from violence, exploitation, abuse and neglect.</p>
CYP	Children and Young People	<p>This generally means children and young people from birth to age 18.</p>
DfE	Department for Education	<p>Central government department responsible for education.</p>
	Developmental Delay	<p>A delay in reaching the stages of child development, for example sitting or talking.</p>
	Differentiated Curriculum	<p>Children and young people make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to make a selection which best fits the learning styles</p>

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		of a particular child or group of children. This is what is meant by a differentiated curriculum.
	Expressive Language	How a child or young person expresses ideas, thoughts and feelings through speech.
FASD	Foetal Alcohol Spectrum Disorders	Foetal Alcohol Spectrum Disorders are a range of conditions that can affect children if their mother drinks alcohol in pregnancy. Foetal Alcohol Syndrome (FAS) is one example.
	Fine Motor Skills	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
EHC Plan or EHCP	Education, Health & Care Plan	An EHC Plan is a legal document describing a young person's education, health and care needs, the provision to meet those needs and the most suitable educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, an Education, Health & Care Plan will not be appropriate for them unless these needs impact on their education.
	Education, Health & Care Needs Assessment	A full assessment of a child or young person's strengths and needs. This is part of the process towards getting an EHC Plan. The assessment process should be carried out in a timely manner and the information gathered is used to decide if a Local Authority will issue an EHC plan or not. The decision must be issued within 16 weeks of the application.
EA 2010	Equality Act 2010	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

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EP	Educational Psychology	An Educational Psychologist provides a service to children, young people and their families, as well as to school staff. They help to find solutions to worries and concerns people might have about how children and young people are developing, progressing or learning. An Educational Psychologist may observe a child or young person in school, speak with school staff about the issues presenting, they may meet with families and/or conduct cognitive based assessments with learners.
EY	Early Years	The early years stage describes children from birth to 5 years.
	First Tier Tribunal (Special Educational Needs and Disabilities)	An independent body that hears appeals lodged by parents/carers against SEND decisions made by the Local Authority. The tribunal also hears claims of disability discrimination against schools.
FCAF	Family Common Assessment Framework	<p>The Framework is a standardised approach for assessing children and their families, to enable early identification of additional needs and to provide a coordinated service response.</p> <p>The FCAF is used across children's services, adults' services and other agencies working with families throughout the city.</p>
	Gait	The way that someone walks.
GLD	Global Learning Delay	A general delay in reaching the developmental milestones that you might expect someone to reach by a particular age.
	Gross Motor Skills	Whole body actions for example, standing, running, swimming or riding a bicycle.
HI	Hearing Impairment	A degree of hearing loss.
HLTA	Higher Level Teacher Assistant	A Higher Level Teaching Assistant has an increased level of responsibility than that of other support staff due to having advanced classroom experience or further training and qualifications.
	Hyperactivity	Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties

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	Learning Difficulties	Children with learning difficulties will have levels of educational abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.
LA	Local Authority	The Local Authority (e.g. Sheffield City Council) is responsible for providing education and for making education, health and care assessments and maintaining Education, Health & Care Plans.
CLA	Child Looked After	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Children looked after are also often referred to as children in care.
	Local Offer	<p>The local offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.</p> <p>www.sheffielddirectory.org.uk/localoffer</p>
LSA, TA	Learning Support Assistant Teaching Assistant Classroom Assistant	Non-teaching support staff who may work with children with and/or without special educational needs in the classroom.
	Makaton	Makaton is a language programme designed to provide a means of communication to children and young people who cannot communicate efficiently by speaking.
	Mainstream School	A primary or secondary school which is in direct control of a Local Authority and does not have entry criteria. A special school is not a mainstream school.
MAST	Multi Agency Support Team	MAST teams work with children or young people and their families to improve their well-being, school attendance, learning, behaviour and health. They promote the early identification of needs.
	Multi-Disciplinary Team	A multidisciplinary team is a group of education and/or health care workers who are members of different disciplines (e.g. speech and language therapists, learning support teachers) They work as a team to share understanding and agree a way forward for learners and their families.

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	Mediation	<p>Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships.</p> <p>Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement.</p> <p>The mediation service is completely neutral and independent of schools and the local authority.</p>
MLD	Moderate learning difficulties	Pupils with MLD find it a lot more difficult to learn and communicate than most other children of the same age as them.
	MyPlan	<p>A school-based document which sets out a child or young person's strengths and areas of need and the targeted support they require from different services.</p> <p>The plan will be reviewed to make sure progress is being made.</p>
	Non-Verbal Skills	Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
OFSTED	Office for Standards in Education, Children's Services and Skills	A government department that inspects services providing education and skills for learners of all ages, including schools and local authorities.
OT	Occupational Therapist	<p>Occupational Therapists support people to be as independent as they can be in their everyday life..</p> <p>They can advise on aids, equipment or home/school adaptations.</p>
PDA	Pathological Demand Avoidance	Pathological demand avoidance (PDA) is a description of a range of characteristics that children may show that mainly includes avoiding everyday demands and expectations to an extreme extent.
PECS	Picture Exchange Communication System (PECS)	<p>The Picture Exchange Communication System, also known as PECS, is a form of alternative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it.</p> <p>PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures.</p>
PEP	Personal education plan (for children looked after)	A PEP identifies educational goals and is a record of how professionals around the child looked after will support their educational outcomes and achievement. It is developed and reviewed termly

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		with the designated teacher, young person, social worker, carer and virtual school.
PMLD	Profound and Multiple Learning Difficulties	<p>A profound and multiple learning disability (PMLD) is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent.</p> <p>Someone with PMLD may have severe difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.</p>
RAG rating	Red, amber or green rating for progress	Red, Amber, Green – colour codes for status of progress. Red usually refers to action needs to be taken due to little progress; Amber some progress made, needs to be adjusted/monitored; Green good progress made.
	Receptive Language	The ability to understand things that people say or gestures that they make. It involves understanding the words, sentences and meaning of what others say and how they say it.
SALT	Speech and Language Therapists	Assesses children’s speech, language and communication needs. They provide reports to schools along with communication plans so that schools can put things in place to help children progress.
SDQ	Strengths and Difficulties Questionnaire	The Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire for children and young people. The tool can capture the perspective of children and young people, their parents/carers and teachers
SEMH	Social Emotional Mental Health	<p>Social emotional and mental health difficulties can present in different ways for a child/young person. They may struggle to emotionally regulate or they may suffer with poor mental health which affects their thinking and behaviour.</p> <p>Social, emotional and mental health describes a person’s mood, their emotions, how they cope with the world around them and how they relate to other people. People may experience a range of SEMH difficulties which affect how they think and feel and can have an impact on how they behave.</p>

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SEND	Special Educational Needs and Disabilities	<p>Someone has Special Educational Needs if they find it harder to learn than most people of the same age.</p> <p>Children with Special Educational Needs (SEN) are likely to need extra or different help from that given to other children their age.</p>
	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. This is 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 strategies are reviewed, refined and updated with a growing understanding of the child's needs and the support they require to make good progress. This is known as the graduated approach.</p>
SENDCo SENCo	Special Educational Needs and Disabilities Co-ordinator	The teacher responsible for Special Educational Needs within a school.
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service	This team provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disabilities.
SENDSARS	Special Educational Needs & Disability, Statutory Assessment and Review Service	Coordinate the assessment process for an Education Health and Care Plan and the reviews of issued plans.
SSGe	Sheffield Support Grid Exemplification	A guide for schools, parents and other agencies to support a graduated approach to identifying a pupil's Special Educational Needs, with guidance and support on how to meet them.
SPD	Sensory processing disorder	Sensory processing is the way the nervous system receives messages from the senses and turns them into motor (movement) and behavioural responses. Sensory Processing Disorder (SPD) exists when these messages are either not detected or don't get organised into appropriate responses.
SpLD	Specific Learning Difficulties	Children with a specific learning difficulty will have general learning abilities that are similar to most children of the same age as them, but difficulties in one or more particular areas of learning. Dyslexia and dyscalculia are specific learning difficulties

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SLCN	Speech Language and Communication Needs	Speech language and communication needs encompass a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language socially.
SLD	Severe Learning Difficulties	Learners with severe learning difficulties (SLD) have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile (0.01% of people). This has a major effect on their ability to participate in the school curriculum without support.
TAF	Team around the family	A meeting between the family and different professionals to find support and help for a family.
	Transition	Movement between different environments, rooms, settings or key stages. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.
VI	Visual Impairment	Partial or complete loss of sight.