



Special Educational Needs and Disability (SEND)

Glossary of Terms

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| Attention Deficit Disorder (ADHD) | ADHD is a common neurological condition, which affects behaviour for learning. People with ADHD can seem restless, may have trouble concentrating and may act on impulse. Symptoms of ADHD tend to be noticed at an early age and may become more noticeable when a child's circumstances change, for example, when they start school. |
| Annual Review | Under the Children and Families Act 2014, local authorities and schools must carry out a review of every Education Health and Care Plan (EHCP) at least once every 12 months. |
| Area of Need | There are four broad categories used to describe a pupil's area of SEND need. They are: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • sensory and physical |
| Autism Spectrum Disorder (ASD) | Autism spectrum disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave. ASD may present as: <ul style="list-style-type: none"> • Difficulty understanding and managing social situations • Restricted interests and repetitive behaviours • Sensory seeking behaviours that help with self-regulation • Anxiety associated with unexpected transitions and change |
| Bromley Y | Bromley Y is a support service for families or children experiencing emotional difficulties, including anxiety. For children under 11 years of age practitioners work with families to change outcomes, rather than direct work with children. |
| Children and Adolescent Mental Health Service (CAMHS) | CAMHS is an NHS-led service that assesses and treats children and young people with emotional, behavioural or mental health difficulties. In Bromley, access to CAMHS is through Bromley Y. |
| Code of Practice | This refers to the document, which sets out the legal responsibilities of schools and local authorities in working with children with SEND needs. SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) |
| Cognition and Learning | Cognition refers to the mental steps used to learn a process or 'make sense of' information. Cognition and learning needs may impact on specific areas of the curriculum, for example, difficulties with reading, writing, spelling or processing, remembering and sequencing information |
| Differentiated Curriculum | Children make progress at different rates and learn in different ways. Although children may learn in the same classroom, they may take part in adapted activities or use alternative resources in order to make individual progress during a lesson. This is what is meant by a differentiated curriculum. |

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| Dyslexia | A specific learning difficulty, usually affecting the skills involved in accurate and fluent word reading, writing and spelling. Dyslexic people may also have difficulty processing and remembering information they see and hear, which can affect their learning and organisational skills. |
| Dyscalculia | A specific learning difficulty relating to the understanding of number concepts and mathematical calculations. It is often described as 'dyslexia with numbers' |
| Dyspraxia | A specific learning difficulty relating to co-ordination, movement and balance where messages sent from the brain to the muscles are sometimes interrupted. |
| Early Years Foundation Stage (EYFS) | The EYFS sets the standards for learning and development from birth to 5 years old. Many children attend an early education setting soon after their third birthday. The EYFS Statutory Framework outlines the milestones and curriculum goals for children in educational settings up until the end of their reception year. |
| Education Health and Care Plan (EHCP) | An EHCP is a legal document, produced by the Local Authority, which describes the educational needs of a child requiring a higher level of support than is ordinarily available through a school's usual resources. It sets out the needs that a child or young person has and the help that they will be given to meet them. An EHCP is only provided where a child has complex needs requiring a specialist level of support. |
| EHCP Needs Assessment | This is the assessment carried out by the Local Authority in order to decide whether a child would benefit from having an EHCP. All specialists working with a child will be asked to contribute to this process. Following this, the Local Authority will decide whether to issue an EHCP. |
| Educational Psychologist (EP) | Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties. |
| Emotional Literacy Support Assistant (ELSA) | ELSAs are trained to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term additional emotional needs. It recognises that children learn better and are happier in school if their emotional needs are also addressed. |
| 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. |
| Graduated approach | The SEND Code of Practice states that schools should follow a graduated approach when providing SEND Support. This is based on a cycle of: <ul style="list-style-type: none"> • Assess • Plan • Do • Review |
| Gross Motor Skills | Whole body actions for example playing games, swimming or riding a bicycle. |

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| Intervention | Interventions are activities, tasks or resources, which help children with different needs to make extra progress. These activities usually take place on a regular basis – either during or outside of normal lessons - for a set amount of time and are reviewed regularly to assess if the child is making progress. |
| 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) |
| Local Authority (LA) | Local authorities are administrative offices that provide services within their local areas. There are 152 across England, which are education authorities. |
| Local Offer | 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 local education, health and care provision. |
| Children Looked After (CLA) | The term 'looked after' refers to children, under 18, who have been provided with care and accommodation by the local authority children's services. |
| Makaton | Makaton is a language programme designed to provide a means of communication. It uses symbols, signs and speech. |
| Occupational Therapy/ist (OT) | An Occupational Therapist is a specialist who may advise school on how to support children in development of fine and/or gross motor skills. They might also advice on equipment or intervention programmes that will support this development. |
| Outcome | Outcomes describe the difference that will be made to a child or young person as a result of special educational and other provision. Outcomes must be specific, measurable, achievable, realistic and time-bound (SMART). |
| Parent Voice | This is used to describe parents having their say in their child's learning. This includes any kind of communication between school and home, which may be informal through chats, notes or emails or more formal through meetings and Annual Reviews. |
| Provision Map | A provision map is a tool providing a way of documenting and showing the range of additional provision, staffing, interventions and support that a school makes available to its pupils to support them in making the required levels of progress. |
| Pupil Premium | Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils. Schools receive pupil premium funding based on the number of pupils they have who receive free school meals and/or are Looked After Children (or were previously LAC). |

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| Pupil Progress Meetings | Pupil Progress Meetings are held regularly between members of the Senior Leadership Team and class teachers. In these meetings, staff look at the progress children are making in their learning and consider what additional support may help them to thrive in school. |
| Pupil Voice | This is used to describe children having their say about their own learning. This can be informal, such as chatting to their teacher, writing about their feelings or talking to teaching assistants or it may be more formal such as taking part in 'Learning Reviews' or 'Annual Reviews'. |
| Quality First Teaching (QFT) | Quality First Teaching refers the range of approaches, resources and strategies that are used by all teachers to ensure that all children can access learning in the classroom. |
| Reasonable adjustments | Reasonable adjustments are changes schools and other settings are required to make to support access to learning - which could include changes to physical features (for example, creating a ramp so that students can enter a classroom) or providing extra support or specialist equipment (for example, coloured overlays, wobble cushions or reading pens). |
| Social, Emotional and Mental Health (SEMH) | Refers to a range of different needs that children may have at any given time, linked to their social and emotional wellbeing. |
| SEN Register | This is a list of children who are formally recognised and recorded as having Special Educational Needs, requiring consistent support beyond that required by most of their peers. All children with EHCPs are on the SEN Register. |
| SENCO | A Special Educational Needs Coordinator (SENCO) is responsible for the day-to-day operation of the school's SEND policy. They work with children, parents, colleagues and other professionals to ensure an inclusive education for all pupils. |
| SEND | Special Educational Needs and/or Disability or 'SEND' is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to other children of the same age. |
| SEND Information Report | All schools must publish up-to-date information on their websites about their policy and arrangements for supporting children with SEND. This is reviewed annually by the school's governing body and monitored by the Local Authority. |
| SEND Team | The SEND Team is responsible for working with SLT, class teachers, parents and children to ensure that children on the SEN Register are supported at school and that SEND needs are identified and monitored. They also provide advice to class teachers to suggest the most appropriate strategies to support learning in classrooms. |
| Senior Leadership Team (SLT) | These are the teachers who are responsible for running and managing the school including the Head Teacher, Deputy Head, SENCO/Head of Inclusion and the Safeguarding team. |
| Sensory and physical needs | Children and young people may require special educational provision because they have a disability or sensory sensitivity, which prevents or hinders them from making use of the educational facilities generally provided. These could include a: <ul style="list-style-type: none"> • visual impairment • hearing impairment |

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| | <ul style="list-style-type: none"> • physical difficulty – for example, cerebral palsy • Sensory processing difficulty – sensitivities relating to different senses, for example loud noises or sensitivities to touch, smells, light or unexpected responses to danger. |
| Speech and Language Therapist (SaLT) | Speech and language therapy provides assessment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing. The SaLT may work directly with children or act in an advisory role to staff and parents. |
| Special Educational Provision | 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. |
| Specific Learning Difficulties (SpLD) | General learning abilities are in line with their peers but a child has a difficulty with a specific area of their learning. For example, Dyslexia, ADHD or ASD. |