

SPECIAL EDUCATION NEEDS JARGON BUSTER TOOL

We are very aware that Special Educational Needs is often flooded with acronyms and jargon and these often appear on paperwork or reports that you may receive. We have therefore put together a 'most common' list to help explain them but should you need further information please contact school. This is not an exhaustive list and they are not intended to provide a legal definition and further terms can be found via the link below.

https://www.livewell.cheshirewestandchester.gov.uk/Information/Jargon_Buster

Annual review: the review of an education health care (EHC) plan. A meeting of parents and professionals at school to evaluate a child's progress and make sure the EHC plan still meets the child's needs.

Baseline Assessment: An assessment of your child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what your child can do when starting school and helps them to plan lessons and measure progress. Areas covered include language and literacy, maths and personal and social development.

Child and adolescent mental health service (CAMHS): CAMHS promote and support the mental health and psychological wellbeing of children and young people.

Code of practice for special educational needs: A guide for schools and LAs on the practical help they should offer children with SEN. The code must be considered when making any decisions about a child's education.

Definition of SEND: A child is defined as having special educational needs and disabilities (SEND) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age.

Department for Education (DfE): the Government Department responsible for all matters to do with education.

Developmental curriculum: A programme for children who need to learn everyday skills, self-care, dressing, etc, and who may spend most of their education working towards the first level of the core school subjects in the national curriculum.

Differentiated Curriculum: A curriculum that is specially adapted to meet the special educational needs of individual children.

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.

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.

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.

Education, Health and Care Plan (EHC Plan) An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Educational Psychologist (EP): educational psychologists offer help and guidance to staff and parents who work with children with significant learning, communication, social, emotional, behavioural, physical or sensory difficulties.

Graduated approach: a model of action and intervention in schools and early education settings to help children who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be consulted.

Occupational therapist (OT) Provide programmes to develop the management of everyday tasks. They can also advise about aids and adaptations. (Occupational therapists usually work for the local health authority).

<https://www.livewell.cheshirewestandchester.gov.uk/Services/3244/Childrens-Occupation>

Paediatricians Doctors who specialise in children's needs and can refer a child to other health specialists, if necessary.

SEND coordinator (SENCo): member of staff of a school or early education setting who has responsibility for coordinating SEN provision within that school. In a small school the head teacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.

Special Educational Needs Code of Practice: guidance issued by the Government to which all LEAs and maintained schools must pay regard. It sets out models of good practice and describes appropriate ways for schools and others working with children with special educational needs to identify, assess and provide for SEN.

Speech and language therapy (SALT): Speech and language therapy is a health care profession, the role and aim of which is to enable children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Speech and language therapist (SLT) Helps children who have difficulty talking or communicating. They work in schools, health centres and privately.

SPOTTS (Sensory Processing Occupational Therapy Support Service) this service offers support to the adults around the autistic child who has sensory processing differences that are impacting on daily life.

<https://www.livewell.cheshirewestandchester.gov.uk/Services/4653>

Parent Guide to Special Needs Acronyms

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

ASC: Autism Spectrum Condition

ASD: Autism Spectrum Disorder

AR: Annual Review

CAMHS: Child & Adolescent Mental Health Services

CLA: Child Looked After

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

HI: Hearing Impairment

HLTA: Higher Level Teaching Assistant

LA: Local Authority

Local Offer: a directory of information, published by the Local Authority, about support & services available for children & young people with SEND & their families (<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>)

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OT: Occupational Therapy/Therapist

PBS: Positive Behaviour Support

PD: Physical Disability

PMLD: Profound & Multiple Learning Difficulties

PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SEN: Special Educational Needs

SEND: Special Educational Needs & Disabilities

SEND IASS: Special Educational Needs & Disabilities Information, Advice & Support Service

SENDCo: Special Educational Needs & Disabilities Co-ordinator

SEMH: Social, Emotional & Mental Health

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

TA: Teaching Assistant

VI: Visual Impairment

