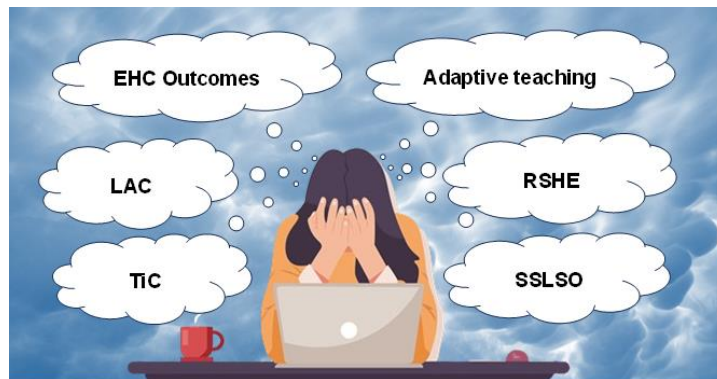




A Guide to Words we Use

Our Special Educational Needs & Disability (SEND) Glossary



Welcome

This booklet explains terms that are used in SEND.

It was written because we want everyone to be able to understand what is written or said about SEND. Even though staff try to avoid jargon, there are still lots of unusual phrases and terms used in SEND meetings.

We try to add enough detail into this booklet, but please ask if there is anything you still aren't sure of. Also, if we ever say something you don't understand, please ask for it to be explained. We are always happy to explain.

If you have any feedback on this booklet, we'd love to hear it.

Who is this glossary for?

It is for you, especially if you are a:

- Parent or carer
- Student who has SEND
- Family member
- New member of staff

How do I use this guide?

You might want to read it from start to finish – but you don't have to. It's best to scan through for bits you don't know. Then, keep this booklet handy in case you need it in future.

Let's get started!

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The Words...	The meanings...
Accessibility plan	A plan of how the academy will become more accessible for people with SEND over the next three years.
Access arrangements	Adjustments made for a pupil to sit exams or tests, such as having: <ul style="list-style-type: none"> • A laptop to type answers instead of handwriting • An adult to read the questions • 25% extra time • Rest breaks
Adaptive teaching	Adapting lessons so that the needs of all children can be met. This can include: <ul style="list-style-type: none"> • Balancing the amount of new learning vs revised learning • Using teaching assistants effectively • Extra time with an adult before the lesson to learn key words • Flexible grouping of children
ADHD	Attention Deficit Hyperactivity Disorder: Pupils with ADHD present as very active, impulsive and inattentive. ADHD is more often found in children than adults.
Advisory Teacher	A specialist teacher who visits schools to give SEND advice.
Annual Review	A meeting held each year to update a pupil's EHC plan.
AP	Alternative provision: These are small school units that pupils attend because they're not able to fully access mainstream school. This could be due to illness, but can also be due to suspensions or behaviour.
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition. These are two names for the same thing (autism). ASD affects social skills, language development and thinking skills. Also, it often affects a pupil's sensory processing.
Assess – Plan – Do - Review	All SEND support fits into a four-part cycle: <ul style="list-style-type: none"> • Assess: We decide what the child's needs are. • Plan: Targets are set and we plan the support to achieve them. • Do: We all follow the plans we've agreed. • Review: We look at how well the plans worked and agree next steps.
AWPU	Age-Weighted Pupil Unit: The money given to a school for each pupil. The value of this varies depending on a pupil's age. We pronounce this "Or-pew." It is normally at least £4,000 and it is also sometimes called "Wave 1 funding".
BSL	British Sign Language: The sign language used by the Britain's deaf community and its allies.
CAMHS	Child and Adolescent Mental Health Service: An NHS team who support mental health of under 18s.
CIC	Child in Care: This is an overview term for children that are in some way looked after by the government. Mostly, it's because the child has gone into foster care, but it can also cover children in children's homes or special guardianship. It also covers children who have short breaks away

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	from home because of a disability (when they stay with a special foster carer overnight). Also referred to as LAC (Looked after Child).
COP	SEND Code of Practice: A SEND handbook for schools, councils, care and health services. It's written by the government and sets out rules that we must follow.
DfE	Department for Education: Government department responsible for education and children's social care.
Differentiation	Teachers adapting lessons to match the needs of each pupil in the class, for example: <ul style="list-style-type: none"> • Giving extra adult support • Adjusting the difficulty of tasks • Using a Dictaphone to record work Differentiation was a feature of every school in the past. Schools are now moving more towards the idea of adaptive teaching.
DSL	Designated Safeguarding Lead: A member of staff who is the key contact for all safeguarding concerns. There are also Deputy DSLs (DDSLs) who share some of the DSL work.
EAL	English as an Additional Language: People whose first language is not English. This group speak English as their second/third etc. language.
EBacc	One way that government measure school exam success. The EBacc looks at what percentage of the Y11s get a GCSE pass in five 'pillars': <ol style="list-style-type: none"> 1. English 2. maths 3. two sciences 4. a language 5. history or geography. You may see this written as an EBacc score of 39 (i.e. 39% of students met all five criteria). The measure is not always popular in schools as it reduces opportunity for artistic and vocational subjects.
E code	Twice a year, schools complete a census that is returned to the DfE. A pupil having an E code simply means they have an EHC Plan.
EHC Plan	Education, Health, Care Plan: This is a legal contract that: <ul style="list-style-type: none"> • Sets out a pupil's SEN or disability (EHC needs) • What targets the pupil is working towards (EHC Outcomes). • What must be provided to help the pupil (EHC provision). • Says what education services, health services and care services are going to contribute. About 4% of all pupils have an EHC Plan. About half of these are not in a typical mainstream school placement (e.g. they are in special school or a communication resource provision). If we use the term <i>EHC</i> or <i>EHCP</i> , this means the same thing.
EHC Needs	This is an overview of a pupil's difficulties and is written in an EHCP. For example, it might be that a child is deaf and so the EHCP needs section explains how the deafness affects the pupil's development.
EHC Outcomes	These are the long term targets that an EHC is funding school to achieve. For example:

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	<ul style="list-style-type: none"> • English: Sam will be able to independently write correctly punctuated complex sentences. This is so that he can communicate his ideas in writing. • Communication: Sam will be able to sustain a two way conversation for over 10 minutes. This is so that he has social skills to be successful in adult life. • Speech: Sam will accurately make all speech sounds, including: <ul style="list-style-type: none"> ○ All 24 consonant sounds ○ All 20 vowel sounds This is so that he can communicate effectively with friends. An EHCP typically has about 5 outcomes.
EHC Provision	<p>This is the detail of what has to be provided for a pupil who has an EHCP. For example:</p> <ul style="list-style-type: none"> • A weekly social skills group delivered by a skilled TA. • A daily check in, with a familiar adult, at the start of the day to discuss any worries and check the timetable for the day. • Daily reading practice, delivered for 15 minutes per day.
EP	Educational Psychologist: This is an expert in child development and psychology.
EPS	Educational Psychology Service: The EP team.
EWO	Education Welfare Officer: A worker who helps schools to improve school attendance.
Exclusion	<p>The permanent removal of a pupil from a school.</p> <p>Note: Before 2021, the DfE also used the term exclusions to mean when a student was suspended (i.e. banned from school for a few days). Some staff still say <i>fixed-term exclusion</i> when talking about a student being banned from school for a few days.</p>
GCSE	General Certificate of Secondary Education: The exams used by most English schools to recognise achievement of Y11 students.
Graduated Response	We match the level of support to the pupil's level of SEND. Usually, the more severe a pupil's SEND, the higher the level of support. This matching is called the graduated response .
HLTA	Higher level teaching assistants: These are Teaching Assistants who take on extra roles like covering classes. It's often said as " <i>H.L.T.A</i> " but some staff say " <i>Hilta</i> ."
IEP	Individual Education Plan: A plan that sets targets for a pupil. These are normally reviewed three times a year.
INSET	In-Service Education and Training: Courses and training for school staff.
K code	Twice a year, schools complete a census that is returned to the DfE. A pupil having an K code simply means that a pupil <i>has SEND but not an EHCP</i> .
KS3	Key Stage 3: Students in Year 7, 8 and 9.
KS4	Key Stage 4: Students in Y10 and Y11.
KS5	Key Stage 5: Students in Y12 and Y13 – (NB this is more commonly referred to as Post 16).
LA	Local Authority: The local council that runs many local SEND services.

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LAC	Looked After Child: Another way of saying Child in Care. See explanation of CIC (above) for more detail.
Lead Professional	The key person who organises TAC or TAF meetings.
MAT	Multi-Academy Trust: The organisation that runs more than one academy. The largest MATs have over 50 schools.
MDA	Multi-Disciplinary Assessment: An assessment led by NHS experts. This finds out if a child or young person has autism or not.
MLD	Moderate Learning Difficulties.
MSI	Multi-sensory impairment: A pupil with MSI has difficulty with both sight and hearing loss.
NASENCO	A course that all new SENDCos must finish within three years of becoming SENDCo.
NEET	Not in education, employment or training: typically students aged 16+ who have dropped out of all employment and learning.
Off rolling	This is removing a pupil's school place when it's primarily in the interest of the school rather than the pupil. The word "roll" means the list of all pupils in the school so, as the pupil(s) is no longer on the roll, it's referred to as <i>off rolling</i> . It should never happen: We don't do it but as it's a term that is sometimes in the news, we've included it here.
OFSTED	Office for Standards in Education: The government agency that inspects schools in England.
One Page Profile	A description of a pupil that fits onto one sheet of A4 paper. It outlines a pupil's needs and how to support them.
OT	Occupational Therapist / Occupational Therapy: A health worker (or team of health workers) who are experts in movement, co-ordination and sensory needs.
Peripatetic (or Peri) teacher	A teacher who works in a number of schools as a specialist teacher (e.g. for pupils who are blind or to teach music lessons).
PFA	Preparing for adulthood: This is a list of goals that are important for SEND pupils, especially from Y9 onwards. The four goals are: <ul style="list-style-type: none"> • Employment • Independent living • Friends, Relationships & the Community • Good health Pupils leave us in Y6, but it's good to know what PFA is for the future.
PMLD	Profound and multiple learning difficulties: This is when a pupil has multiple complex disabilities and it's the most severe type of learning disability.
PN / PD	Physical needs / Physical disability.
Post 16	Sometimes written as P16, this is the education stages 16-19 year olds (i.e. Years 12, 13 and Year 14 for those who have a third year).
PRU	Pupil Referral Unit: A small school for pupils who cannot currently go to mainstream school. This is because they have been excluded or because they are too ill.

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PSHE	Personal, Social and Health Education.
Pupil Profile	A document that outlines a pupil's strengths, SEND and how to support them.
QTOD	Qualified Teacher of the Deaf: An expert teacher who teaches (or advises on) deaf pupils and pupils who have hearing loss.
QTVI	Qualified Teacher of the Visual Impaired: An expert teacher who teaches (or advises on) pupils who are blind or have a visual impairment.
Resource Provision	A unit for pupils with complex SEND. The unit can be found within a mainstream school.
Restraint	Using force to hold back a pupil.
Rodillian	Rodillian Multi Academy Trust: The organisation that owns and manages Featherstone Academy.
RSHE	Relationships, Sex & Health Education.
RPI	Restrictive physical intervention: When an adult uses force to restrict or limit a pupil's movement. There are lawful reasons for this to happen, mostly related to keeping the pupil or others safe.
Safeguarding	Safeguarding means: <ul style="list-style-type: none"> • Protecting children from harm. • Tackling issues that may affect a child's health or development. • Taking action so that all pupils stay safe and can flourish.
SALT	Speech & Language Therapist / Speech & Language Therapy: A health worker (or team of health workers) who are experts in speech, language and communication needs.
SATs	Standard Assessment Tests: National tests that are used to assess the English and maths of children in the last year of primary school.
SEMH	Social, emotional and mental health needs: a type of SEN that can include difficulties such as: <ul style="list-style-type: none"> • ADHD • Attachment difficulties • Eating disorders • Low mood • Anxiety • Depression
SEND	Special Educational Needs: a pupil has SEN if they have a learning difficulty or disability that means they need special educational provision to make good progress.
SENDIAS	SEND Information, Advice & Support Service: A team that provides independent advice services for parents.
SENART	SEN Assessment and Review Team: This council team administer children's Education, Health and Care plans.
SENCO	Special Educational Needs Co-ordinator: The teacher responsible for co-ordinating SEN provision in a mainstream or special school.
Sixth Form	A school for 16-19 year old students that normally specialises in academic courses (e.g. A Levels).

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SLCN	Speech, language & communication need.
SLD	Severe Learning Difficulties: a learning difficulty so severe that a pupil achieves in the lowest 0.1% of their age group.
SMART targets	<p>Targets that are SMART are:</p> <ul style="list-style-type: none"> ✓ Specific: Exactly what the next small step will be for the pupil. ✓ Measurable: How we will know if the pupil is meeting the target. ✓ Achievable: We will be ambitious, but targets must be achievable. ✓ Relevant: Linked to the pupil's difficulties or what they need to learn next. ✓ Time bound: Targets are normally set to for one term. <p>Specific targets say what the pupil will be able to do. We avoid words that are vague (e.g. improve, develop). Instead, we use action words (e.g. read, write, take turns etc).</p>
Social stories	<p>Is a way of explaining situations, social skills or behaviour to SEND pupils.</p> <p>They often include visuals as well as words. They can be downloaded, written by staff or even hand written and drawn.</p>
SpLD	<p>Specific learning difficulties: This usually refers to difficulties with either English (dyslexia) or maths (dyscalculia).</p> <p>Dyspraxia (a movement difficulty) is sometimes considered a SpLD.</p>
Streaming or Setting	Both terms mean grouping pupils in classes according to their ability.
Support staff	<p>This term is normally used to mean adults who are not teachers, who still have vital roles in school, including:</p> <ul style="list-style-type: none"> • Teaching assistants • Office staff • Lunchtime supervisors • Catering staff • Caretakers • Cleaners
Suspension	<p>This is when a pupil is sent home and banned from school for a short time (up to 5 days, although it can be longer).</p> <p>These used to be called:</p> <ul style="list-style-type: none"> • Fixed term exclusions • Short term exclusions
TA	Teaching assistant.
TAC	Team around the Child: This is a plan that sets out how a school, family and others will help a child when there are worries about how a child is getting on.
TAF	Team around the Family: As above but the meeting is about two or more children in the same family (rather than just one).
TAC or TAF meeting	A meeting of people who are involved with the TAC (or TAF). At these meetings, we talk about the child(ren) and agree a plan to help them.
Team Teach	This is a training course that helps staff to manage behaviour. It includes ways to de-escalate situations. It also teaches staff how to safely move or

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	restrain a pupil if it is reasonable, proportionate and necessary (e.g. if a child is hurting themselves).
Transition	This normally means plans to help pupils join our academy, move on from us or move from one year group to the next.
WISENDSS	Wakefield Inclusion and SEND Support Service: The service of Wakefield Council that manages our resource provision (and also has advisory teachers who support inclusion in all schools across Wakefield).
Wave 1 Wave 2 Wave 3	<p>Wave 1: This means the quality teaching that all pupils get from the class teacher. Many pupils, who do not have SEND make good progress from this alone.</p> <p>Wave 2: This means extra support for a child to catch up with their peers. It is often via small groups, either in the classroom or elsewhere in school.</p> <p>Wave 3: This means personalised SEND interventions.</p> <p>Wave 1 is for all pupils. Wave 2 is for some pupils. Wave 3 is for a small number of pupils.</p> <p>This approach, where the waves of support depend on the level of a pupil's needs, is called the graduated response.</p>

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