

## Glossary of Terms

### A Guide for parent/carers, children and young people and service providers

**ADD** - Attention Deficit Disorder.

**ADHD** - Attention Deficit Hyperactivity Disorder.

**Advocacy** - Support for people to express their views.

**Advocate** - Someone who helps another person (e.g. a child or their carer) to make decisions and have a voice.

**ALS (Additional Learning Support)** - This is what further education describe a special educational need as.

**Annual Review** – A meeting once a year to review progress and evaluate what has already been put in place to ensure that an Education, Health and Care Plan continues to describe the child or young person’s needs and how they should be met.

**Appeal** - To challenge a decision you don’t agree with using the law.

**ASD** - Autistic Spectrum Disorder.

**Assessment** – A means to collate information in order to better understand a child or young person and their needs, and from this work out how best to teach them.

**AWAAS (Asian Women's Advice and Support Group) Bradford** – A local independently run group offering advice and support to women.

**Broker/Nominee** – An independent supporter who helps the person to think about, plan and organise support that is tailored to them. This could be someone from an advice and information organisation.

**BSL** - British Sign Language (Bradford) Personal Adviser – a person that provides universal information, advice and guidance for all young people aged 13-19.

**CAMHS (Child and Adolescent Mental Health Services)** - These services assess and treat children and young people (of school age) with emotional, behavioral or mental health difficulties. They range from basic pastoral care, identifying mental health problems, to specialist ‘Tier 4’ CAMHS, which provide in-patient care for those who are severely mentally ill.

**Careers Service** – This is a service providing a single point of access for all 13-19 year olds to help them prepare for the transition to work/college and into adult life.

**Carer** - A person(s) directly responsible for looking after a child but isn't their birth or adoptive parent.

**Children and Families Act** – A new Act introduced to extend the SEND system from birth to 25 years including more control and choice for children, young people and parents/carers, which commenced September 2014.

**Collaborative** - Working with others to do a task and to achieve shared goals.

**CPC (Bradford Parent and Carers)** – A local group providing support and information to parents and carers whose children have special educational needs (and all other disabilities/additional needs).

**CTS (Bradford Therapeutic Services)** – Provides therapeutic intervention or counselling for children and young people aged 5 to 19 years old who may be vulnerable and may have difficulties around their emotional well-being.

**DCATCH (Disabled Children's Access to Childcare)** - Provides support to early years and childcare setting to enable them to meet children's individual needs through additional funding and training.

**DCT (Disabled Children's Team)** – They provide support and advice around your child's disability.

**DDA** – Disability Discrimination Act DES – Disability Equality Scheme.

**DfE (Department for Education)** – They are responsible for education and children's services.

**Differentiated** - The way in which the early years setting, school or college's curriculum, environment and teaching methods are adapted to meet the needs of a child.

**Direct Payment** – This is where a parent/carer may receive money directly from their local authority, so they can pay for services to enable their child or young person to live more independently.

**Disability Rights Code of Practice for Schools/Disability Rights Code of Practice for Post 16 Provision** – Both explain the duties to avoid disability discrimination in education.

**Disagreement Resolution** – Arrangements to help prevent or resolve disagreements between parents (whose children have special educational needs) and a local education authority or a school.

**DSA (Disabled Students Allowance)** - An allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

**Early Intervention Support Team** – They provide help and support on a number of issues including your child's behaviour, problems at school and going through a difficult time.

**Early Years Settings** – This includes all pre-school education provision such as nursery classes and schools, day nurseries, play groups and child-minders.

**EHC plan (Education, Health and Care Plan)** – Replaces a Statement of Special Educational Needs/SEN – a legal document that sets out a child's needs and the specific help he or she must receive.

**EHC Transfer Plan** – The plan through which Bradford has set out the planned timetable to transfer existing Statements of SEN to EHC plans – this is available on the Local Offer and has been sent to all families and young people with a Statement of SEN.

**ENT** - Ear, Nose and Throat

**EP or Ed Psych (Educational Psychologist)** – A qualified person who supports the educational, social and mental health needs of children and young people who may be vulnerable, at risk or have special needs.

**Equitable** - Treating everyone fairly and in the same way.

**EYFS (Early Years Foundation Stage)** - The foundation stage begins when children reach the age of three. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum.

**EYP (Early Years Provider)** - A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

**Family Support Service** – Includes practical and emotional support for carers of people with severe and enduring mental health problems. Can also help carers get access to services they may need.

**FE (Further Education)** – Any study after secondary education that is not a degree at university.

**HI** – Hearing Impaired

**HM Courts & Tribunal Service: Special Educational Needs and Disability (formerly SENDIST - SEN/Disability Tribunal)** - This is an independent body that hears appeals of parents contesting to LA decisions.

**Holistic** - Taking into account all factors contributing to a situation or circumstance, the whole of something, not just part of it.

**IEP (Individual Education Plan)** – A working document that sets targets for your child to achieve. The plan should include:

- Graduated response from new Code of Practice
- monitoring arrangements;
- specialists involved and materials/equipment to be used;
- specific details about the help which will be given;
- success criteria.
- teaching strategies;
- short-term learning and behaviour targets;

The SEND Code of Practice does not specifically require settings, schools or colleges to have IEPs – it is however important that children and young people supported at SEN level are managed through short term plans.

**Implementation** - Making something that is set out in law happen. **Inclusion** - the practice of educating children with SEN in mainstream schools where it's possible and beneficial.

**Indicative** - The figure/amount you are likely to receive once your EHC plan has been finalised.

**Impartial** - An independent person or organisation that will give you information or support so you can make a decision.

**IS (Independent Supporter)** – An independent, trained person who will support parents and young people through the 20 week EHC needs assessment or the EHC transfer process.

**Joined up** - When services work together to plan what services people in the local area need.

**Key Stages** - The different stages of education that a child passes through:

**Early Years Foundation Stage** – age 0-5 (Early Years setting, Nursery and Reception) • **Key Stage one** – age 5-7 (Years 1 and 2) • **Key Stage two** – age 7-11 (Years 3, 4, 5 and 6)

• **Key Stage three** – age 11-14 (Years 7, 8 and 9) • **Key Stage four** – age 14-16 (Years 10 and 11) • **Key Stage five** – age 16-18 (Sixth form)

**Key Worker** - Someone who works with children and families to access the support that best meets their needs and help services to work together.

**Learning Difficulty** – When it is significantly greater in difficulty to learn than other children and young people of the same age, or a disability which hinders use of general educational facilities.

**Local Authority** – This is the local government responsible for managing services in your area, i.e. your local council.

**Local Offer** – Accessible information on what services and support are available in local areas for children and young people with special educational needs and/or disabilities (from birth to 25) and their family.

**LSA (Learning Support Assistant) or TA (Teaching Assistant)** – This is an assistant providing in school support for children (often those with additional needs). An LSA works under the direction of a class teacher as considered appropriate.

**Mainstream School** - A school that caters for all pupils: including those with SEN.

**Mediation** - An effective way of resolving disputes without the need to go to court. It involves an independent third party - a mediator - who helps both sides come to an agreement.

**Multidisciplinary** - Involving different areas of expertise from various professionals, for example, from Education, Health or Social Care.

**Named LA (Local Authority) Officer** – An officer of the local authority who will deal with your child's case and who will talk to you if you have an enquiry or concern.

**National Curriculum** – What the Government has decided that all children in mainstream schools will learn.

**National Portage Association** – A home based educational support for pre-school children with special educational needs.

**Notional Budget** - An amount of money that is held by school and used for all children on the special needs register as the school feels appropriate.

**OFSTED (Office for Standards in Education)** - The organisation that inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages to ensure they meet government set standards.

**OT (Occupational Therapist)** – They assess a child's or young person's physical needs to help them to be as independent as possible.

**Outcome** - An outcome can be the benefit or difference made to an individual as a result of intervention.

**Paediatric Physiotherapy** – Help for children and young people with a physical difficulty or disability by advising on exercises and activities that can help to promote physical independence. Physiotherapists will work with parents, carers and school to provide specific programmes for children and young people.

**Parent and Carers Forum** – A group of local parents and carers of SEND children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

**Personal Budget** – A sum of money that may be available for children and young people who need extra help above that available to most children and young people, through universal and targeted services.

**Personal Education Plan** - An element of a Care Plan maintained by a local authority in respect of a child who is looked after, which sets out the education needs of the child. If a child who is looked after has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

**Provision** - The extra or different help given to children with special educational needs.

**PRU (Pupil Referral Unit)** - A school which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

**PSED (Personal, Social and Emotional Development)** - Sometimes known as PSHCE, PSCHEE, PSHE.

**SALT** - Speech and Language Therapy **SEAD** - Social and Emotional Aspects of Development.

**SEN (Special Educational Need)** - A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age.

**SENCO (Special Educational Needs Co-ordinator)** – The person with responsibility for the planning and monitoring of the special educational provision within your child's early years setting, school or college.

**SEND** – Special Educational Needs and Disability.

**SEND Code of Practice** – A document from the government which provides practical advice to those carrying out their statutory duties to identify, assess and make provision for children’s special educational needs.

**SENDIASS (SEND Information, Advice Support Service: formerly Parent Partnership Service)** – They provide legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care.

**SEND Provision** – The additional help/support/resources given to children with special educational needs.

**SEND Reforms** - The new Children and Families Act came into force on 1st September 2014. The vision for the SEND reforms is that the views of children, young people and parents are at the heart of the system and that education, health and care services are joined up to help them achieve the best possible outcomes, including the skills for work and living independently.

**SEN Support (formerly Early Years Action/Early Years Action Plus/School Action/School Action Plus)** – Part of a graduated response to SEND provision where a setting, school or college acknowledges that a child or young person has individual needs above and beyond most children and young people – at SEN support it is expected that the setting school or college is supporting the child or young person through a range of individual interventions etc.

**Settings** – The term usually used for pre-schools or nursery schools.

**Short Breaks** - Opportunities for disabled children and young people to spend time away from their family and to do something fun. For example a day, evening, overnight or weekend activity.

**Single Assessment** - This is used as a means of recognising and addressing the needs of families.

**SIS (Specialist Inclusion Service)** – Children and young people with hearing, visual and multi-sensory impairment, physical impairments and Autistic Spectrum Disorders (ASD) are supported in their early years in both their home and pre-school setting by the Specialist Inclusion Service. Support for school age children is provided through school and continues until the young person transfers to adult services.

**Special School** – A school that caters for children with significant and complex SEND when education in a mainstream school is unable to meet their specific needs.

**Statement of Special Educational Needs** - This has now been replaced by an Education, Health and Care Plan (EHCP) - it is a legal document that sets out a child's needs and the provision he/she should get.

**Statutory Services** – These are services that the government provides. For example education, health or social care services from a local authority.

**Targeted** - Services for those with additional needs, often assessed.

**Third Party Arrangements** - A different organisation or trust that holds the money and helps parents, carers and young people to decide the best way to spend the funding, they then buy the services that will help meet the outcomes.

**Transition** - When a child moves between key stages or a young person moves from children's to adult services.

**Universal** - A service available to everyone, without assessment. VI – Visually Impaired