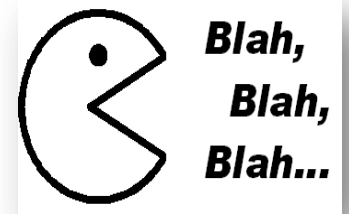




HALTON SEND JARGON BUSTER



A

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| Academy | A state funded school in England which receives its funding from and is owned and controlled by central government, not a local authority. |
| ADHD / ADD | Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder |
| Advice | Written reports from parents, teachers and other practitioners on a child's special educational needs. |
| Annual Review | The process of ensuring that a Statement of Special Educational Needs or Education, Health and Care plan continues to describe the child's needs and how they should be met through a meeting held once each year. |
| ASD or ASC | Autistic Spectrum Disorder or Autistic Spectrum Condition. |
| Assessment | Finding out what a child's needs are, what they can do and struggle with, usually through observing them at home, school and settings and by talking with people who know the child well. |
| Apprenticeship | A paid job that includes training, leading to nationally recognised qualifications. |

B

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| BESD | Behavioural, Emotional and Social Difficulties |
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C

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| CAMHS | Child and Adolescent Mental Health Services |
| CAF | Common Assessment Framework. A method of assessment which can be used by social services , health or education. It is non statutory, ie, it does not replace statutory assessments. |
| Care Plan | A record of the health and/or social care services being provided to a child or young person. |
| CCG (RCCG) | Clinical Commissioning Group (Rotherham Clinical Commissioning Group) This is an NHS organisation which brings together local GP's and health practitioners to take on commissioning responsibilities for local health services. A CCG plans and arranges the delivery of the health care provision for people in its area. |
| C&F Act (Children & Families Act 2014) | An Act which reforms legislation to introduce changes that affect how children and young people with special education needs and disabilities get the services and support they need. |
| Code or CoP (Code of Practice 2015) | The Code of Practice is a document designed to help families, schools, local authorities, health services and other organisations make effective decisions regarding children with special educational needs and disabilities. This contains statutory guidance on the Children and Families Act 2014. |
| Commissioning | When someone is paid to deliver a service. |

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| Commissioners | The people responsible for contracts with service providers. |
| Co-production | Equal partnership working between service providers, those in receipt of the service and their families. |
| Children's disability Team | Children with disabilities social care team within Rotherham. |
| CSDPA | The Chronically Sick and Disabled Persons Act 1970. This is one of the main acts of parliament that entitle disabled people to social care. |
| CP | Cerebral Palsy. Physical impairment that affects movement. Mobility problems may vary from barely noticeable to extremely severe. Those with CP may also have sight, hearing, speech, perception and learning difficulties. Between a quarter and a third of children and adolescents with CP are also affected by epilepsy. |
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D

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| Direct Payments | Payments that allow you to choose and buy the services you need yourself, instead of getting them from the council. Direct Payments may be available for health care, social care and for the special educational provision in an EHC plan. |
| Disagreement Resolution (Dis Res) | The dispute resolution service offered by a local authority to resolve disagreements between parents and the local authority NB. This is not always an independent service and it does not necessarily mean mediation which has a specific meaning (see M). |
| DLA | Disability Living Allowance |
| DfE | Department for Education |

E

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| EA 1996 | Education Act 1996 |
| EFA | Education Funding Agency, An arm of the Department for Education. It allocates funding to local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies. |
| Early Years | Birth to 5 years. |
| Early Years Provider | A provider of early education places for children under five. This can include state funded and private nurseries. |
| EHRC | Equality and Human Rights Commission. |
| EYFS | The Early Years Foundation Stage. A statutory framework which covers children both in pre-school settings and in reception classes up to their fifth birthday. |
| EHC needs assessment | An assessment of the education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014. |
| EHCP | An education, health and care plan as defined in section 37 (2) of the Children and Families Act 2014. |
| EHA | Early Help Assessment – formerly known as a CAF. |
| EP | Educational Psychologist. A professional employed by the local authority to assess a child's special educational needs and to give advice to school settings on how these needs can be met. |

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| EqA or EQA | The Equality Act 2010 |
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F

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| Further Education - FE | Full or part-time education for people over compulsory school age .The FE sector in England includes further education colleges, sixth form colleges, specialist colleges and adult education institutes. It does not include universities. |
| Free School | A type of Academy. |

G

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| GDD | Global Developmental Delay |
| Graduated Response | - where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) to help gain a better understanding of the pupil's needs and tailor support accordingly. Schools must show evidence of a graduated response whereby they have sought advice, put appropriate interventions in place and evaluated progress before requesting additional or alternative provision through an EHC assessment. |

H

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| HI | Hearing Impairment |
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| Healthwatch England | Healthwatch England is an independent consumer champion, gathering and representing the views of the public about health and social care services in England. It operates both at a national and local level. |
| Home Authority | This usually means the local authority in which a child or young person is ordinarily resident (and which therefore has the responsibility to the child or young person under the Children and Families Act 2014). |



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| Inclusion | When anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together. |
| Independent School | A school that is not maintained by a local authority. |
| IS - Independent Supporters | A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. |
| IEP | Individual Education Plan. A plan which sets out the support a child is receiving in their school or other setting. There is no longer a specific requirement for children |

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| | with SEN to have a plan called an IEP under the Code but children with SEN may still have IEPs. |
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J

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| Joint Commissioning | Working collaboratively across agencies to assess need, identify resources available, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes. |
| JSNA - Joint Strategic Needs Assessment | Assessment of the current and future health and social care needs of the local community. |

K

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| Key worker | A trained individual who provides personalised support, co- ordination and/or advocacy for disabled children and young people and their families. |
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L

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| Local Authority | A local authority in England. The local council responsible for managing services in your area. i.e. Rotherham Metropolitan Borough Council |
| Local Area | The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early years settings, schools and further education providers. Local Areas in England are subject to inspection by the Care Quality Commission (CQC) and Ofsted in terms of their effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities. |
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| LDA's | A learning difficulty assessment under section 139A Learning and Skills Act 2000. An assessment made to determine what additional support young people with learning difficulties need in order to access education beyond school. From September 2014, these will be replaced by Education, Health and Care Plans. All LDA's will be replaced by 2017. |
| LSA | Learning Support Assistant, also sometimes called Teaching Assistant ("TA"). |
| Legislation | Laws |
| Learning Difficulties | Problems or conditions which make learning harder than it is for most people. |
| Local Offer | A directory/ website outlining the provision available in the Local Area for SEND |
| Local Healthwatch | The local version of Healthwatch England in a particular area. |
| LSS - Learning Support Services | An inclusion support service available to schools consisting of specialist teachers who offer consultancy, advice and training around many aspects of learning needs. |

M

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| Mainstream School | A school which is for all children, not just those with special educational needs. |
| Mediation | Where a trained person helps to sort out any area of conflict, A method of seeking to resolve disagreements by going to an independent mediator. Mediation must be offered to a parent or young person in relation to an EHC Plan. Mediation is not compulsory for the parent or young person but they will need to consider mediation before appealing the education parts of an EHC plan in most cases. |

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| Maintained School | Schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school. |
| MLD | Moderate learning difficulties – not a legal term but often used in relation to the description of a school, i.e. an MLD school. |

N

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| National Curriculum | The framework which sets out standards and appropriate levels of achievement for children’s education. It also determines how performance will be assessed and reported. Children’s expected progress is currently determined by reference to standardised national curriculum “levels” which prescribe the expected attainment for pupils in each year group. |
| NEET | Not in Education, Training or Employment. |
| Networks | Groups of people that are interested in the same topic or area of work. |

O

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| OFSTED | Office for Standards in Education, Children’s Services and Skills. This is the body which inspects and regulates services which care for children and young people and those providing education and skills for learners of all ages. |
| Outcomes | What children and young people achieve and how their lives improve. For example, going to college, learning new skills, living on their own or getting a job. |
| OT | Occupational Therapist. Trained to give advice on equipment, adaptations and activities to support the learning/social development of people with physical, emotional or behavioural difficulties |

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| OCD | Obsessive Compulsive Disorder. |
| ODD | Oppositional Defiance Disorder. |

P

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| 'P'levels | Performance levels used to assess a child who is not yet working within the national curriculum levels of attainment. |
| Paediatrician | A doctor who specialises in children's health and may be responsible for the continuing care of children with SEN both before school entry and in special and mainstream schools. |
| PMLD | Profound and Multiple Learning Difficulties. |
| PB Personal Budget | Money that is allocated to individuals to meet assessed needs in place of services that would otherwise be provided directly to the individual by statutory bodies. A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHC plan. |
| PCP | A provision, criteria or practice (relevant for indirect discrimination and the duty to make reasonable adjustments under the EqA). |
| Personalisation | Putting the person at the heart of decision making and enabling people to have choice and control over their lives and support. Person centred practices and personal budgets are part of this approach. |
| PRU | Pupil Referral Unit - for children who need to be educated out of school, often because they have been excluded. |
| PDD | Pervasive Developmental Disorder |
| Portage | Home-based educational support for pre-school children with SEN. |

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| Panel | A decision making body who meet to match criteria for services, ie short breaks, EHC assessment. |
| PfA | Preparation for Adulthood (14 -25) |
| pcp | Person Centred Planning |

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R

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| RPCF | Rotherham Parent Carers Forum – An independent forum run by parents of children with additional needs and disabilities for parents of children with additional needs and disabilities in Rotherham. |
| RB | Responsible body of a school. (Usually Board of Governors) |

S

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| SEND | Special Educational Needs and/or Disabilities |
| SEN | Special Educational Needs |
| SEND Tribunal | The First-tier Tribunal, Special Educational Needs and Disability – sometimes referred to by its former name “Sendist”. |

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| SEP | Special Education Provision |
| SLD | Severe learning difficulties – not a legal term but often used in relation to the description of a school, i.e. an SLD school. |
| SLT or SALT | Speech and Language Therapy, sometimes used to refer to the Speech and Language Therapist , trained to give specialist assessment and advice for children with communication difficulties |
| SEND Reforms 2014 | The SEND reforms aim to deliver a simpler, joined up, person centred system for the provision of education, health and social care for children and young people from age 0 - 25 with special educational needs and/or disabilities. |
| SENCO - Special Educational Needs Co-ordinator | The teacher with responsibility for the co-ordination and planning of special educational needs provision within school or early years setting. Every school has a Senco. |
| SEMH | Social Emotional and Mental Health Needs |
| Special School | A school which is specifically organised to make special educational provision for pupils with SEN. |
| Studio School | A type of Academy |
| Specialist Provision | Specialist provision generally refers to support and services provided by specialists in education, health or social care following individual referral and specialist assessment. |
| Short Breaks | An opportunity for parents and carers of a disabled child to have a break from their caring arrangements, and for their child to have a positive and enjoyable experience. |
| Short breaks Statement | An Annual publication outlining the short breaks that A Local Authority offer. |

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| Supported Internship | A structured study programme, based with an employer that is tailored to the individual needs of the young person which will equip them with the skills they need for the workplace. |
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T

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| TAC Meeting | Team around the child meeting. |
| Transition | When a young person moves from class to class, a different setting or children to adult services. |
| Traineeship | A programme for young people who want to work but who need extra help to gain an apprenticeship or a job. Traineeships will give young people the opportunity to develop the skills and workplace experience that employers require |
| Tribunal | An independent body which hears appeals against decisions made by the local authority on statutory assessments and EHC Plans. |

U

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| Universal Services | Services provided to all Children and Young people in the area. |
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V

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| VI | Visual Impairment |
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W

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