

Glossary of Frequently Used Terms

AAC	Augmentative and Alternative Communication (AAC)	The term AAC covers a huge range of techniques which support or replace spoken communication. These include gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids (VOCAs).
	Academy	<p>Academy A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Age Weighted Pupil Unit (AWPU)	The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.
	Annual Review	Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months.
	Armed Forces Covenant	<p>The armed forces covenant sets out the relationship between the nation, the government and the armed forces. It recognises that the whole nation has a moral obligation to members of the armed forces and their families and it establishes how they should expect to be treated. The Covenant states that the children of service personnel should have the same standard of, and access to, education (including early years' services) as any other UK citizen in the area in which they live.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Care Plan	<p>A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.</p> <p>Definition from SEND Code of Practice April 2015</p>
CAMHS	Child and Adolescent Mental Health Services	These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems,

		to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill. Definition from SEND Code of Practice April 2015
CCG	Clinical Commissioning Group	CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.
CDC		Council for Disabled Children
C & F Act 2014	Children and Families Act 2014	This law came into force on 1 st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0-25 Years. You can download a copy of the Act at http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
CiC		Children in care
CIN		Children in need
	Comprehension	Understanding of spoken or written material or practical situations.
	Compulsory school age	A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year. Definition from SEND Code of Practice April 2015
C.o.P	SEND Code of Practice	A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities
CYP		Children and Young People
	Direct payment	A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan. Direct payments can only be used for provision provided on the school or college premises if the school or college agree.
	Disagreement resolution	Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.

		<p>You can find more information on disagreement resolution in the SEND Code of Practice 11.6 to 11.10.</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>
	Developmental Delay	<p>A delay in reaching the normal stages of development, for example sitting or talking.</p>
	Education Funding Agency (EFA)	<p>An arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with SEN or disabilities between the ages of 3 and 25. The EFA allocates funding to 152 local authorities for maintained schools and voluntary aided schools. It is also responsible for funding and monitoring academies, University 280 Technical Colleges, studio schools and free schools, as well as building maintenance programmes for schools and sixth-form colleges.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Early Help Assessment	<p>A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Early Years Action/Action Plus	<p>This describes the additional or different support for children with SEN given by early years' settings under the previous (2001) SEN Code of Practice. This support was for children with SEN who did not have a Statement of Special Educational Need.</p>
	Early Years Foundation Stage (EYFS)	<p>The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Early years provider	<p>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.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Education Act 1996	<p>Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However there is a transition period until 2018. This means, for example, that Statements of Special Educational Need</p>

		that were in place before 1 st September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.
	Education Funding Agency (EFA)	<p>The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.</p> <p>The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.</p>
	EHC Needs Assessment	<p>Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.</p> <p>It is sometimes called a statutory assessment.</p> <p>You can find out more in the SEND Code of Practice sections 9.45 – 9.52.</p>
	Education Health and Care plan (EHC plan)	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.
EOTAS	Education other than at school	Education Other Than at School (EOTAS) includes all forms of education that takes place outside of the formal school environment. It makes educational provision for children with social, emotional behavioural, medical or other issues who, without its provision, cannot access suitable education.
EHE	Elective Home Education	Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time. This is different to education provided by a local authority other than at a school, for example for children who are too ill to attend school.
	First Tier Tribunal (SEN and disability)	<p>The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.</p> <p>You can find out more at https://www.gov.uk/special-educational-needs-disability-tribunal/overview</p>
	Free school	<p>Free school</p> <p>A free school is a type of academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or</p>

		<p>charities can submit an application to the Department for Education to set up a free school.</p> <p>Definition from SEND Code of Practice April 2015</p>
FSS	Family Support Services	<p>FSS is part of the 'early help' provision for Hampshire run by the County Council for families with children aged 0 to 19 years (or up to 25 for young adults with learning difficulties and/or disabilities) to provide a joined-up, whole-family service to those who have high levels of need.</p>
	Further education (FE) college	<p>A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Graduated approach	<p>The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review <p>You can find out more about the graduated approach in the SEND code of Practice sections 6.44 to 6.56.</p>
	Independent Reviewing Officer (IRO)	<p>The appointment of an IRO is a statutory requirement for local authorities under the Adoption and Children Act 2002. IROs make an important contribution to the goal of significantly improving outcomes for looked after children. Their primary focus is to quality assure the care planning process for each child, and to ensure that his or her current wishes and feelings are given full consideration.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Independent school	<p>A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Keyworker	<p>Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a local authority or local health organisation, a school or college, or from a voluntary or private sector body.</p>

	Learning Difficulty Assessment (LDA)	<p>Learning Difficulty Assessments set out what additional learning support a young person needed when continuing their education into some form of post-16 education or training.</p> <p>From 1 September 2014 Learning Difficulty Assessments will be replaced by EHC plans. Local authorities must transfer young people who already have provision as a result of an LDA to the new SEND system by 1 September 2016 if they are staying in further education or training after that date</p>
	Local authority/ authorities	<p>Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. For more information about local government, see https://www.gov.uk/understand-how-your-council-works/types-of-council</p>
	Local Offer	<p>The Local Offer is 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 education, health and care provision.</p> <p>It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.</p> <p>Hampshire's Local Offer is available via www.hantslocaloffer.info, or by calling Hampshire SENDIASS on 0808 164 5504.</p>
	Local transition plan	<p>Every local authority must publish a plan that explains when and how Statements of Special Educational Need will be transferred to the new system, as well as information for young people in further education and training who receive support as a result of a Learning Difficulties Assessment.</p>
	Mainstream school	<p>This is a school that provides education for all children, whether or not they have special educational needs or disabilities.</p>
	Maintained school	<p>For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Makaton	<p>Makaton is a language programme designed to provide a means of communication to children and young people who cannot communicate efficiently by speaking.</p>
MDT		<p>Multi-Diciplinary Team</p>
	Mediation	<p>Mediation is a type of disagreement resolution. Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p>

		<ul style="list-style-type: none"> • a decision not to carry out an EHC needs assessment • a decision not to draw up an EHC plan • the content of a final EHC plan or amended plan • a decision not to amend an EHC plan • a decision to cease to maintain an EHC plan. <p>Mediation must also be provided on the health and social care elements of an EHC plan.</p> <p>You can find more information on mediation in the SEND Code of Practice 11.13 to 11.38.</p>
	Mediation advice	<p>The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.</p> <p>However it is <u>not</u> necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.</p> <p>You can find more information on mediation advice in the SEND Code of Practice 11.21 to 11.25.</p>
	Must	<p>The SEND Code of Practice says in Section i of the Introduction:</p> <p><i>...where the text uses the word ‘must’ it refers to a statutory requirement under primary legislation, regulations or case law.</i></p> <p>This means that wherever the term ‘must’ is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.</p>
	National curriculum	<p>This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Non-maintained special school	<p>Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.</p> <p>Definition from SEND Code of Practice April 2015</p>
	OFSTED Office for Standards in Education	<p>Inspection team that visit and inspects schools and local authorities.</p>
	Outcome	<p>Section 9.66 of the SEND Code of Practice says:</p>

		<p>An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.</p>
	<p>Parent Carer Forum</p>	<p>A Parent Carer Forum is a representative local group of parents and carers of disabled 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. They have been established in most local authority areas.</p> <p>For more information please visit: http://www.cafamily.org.uk/pcp/resources or http://www.nnpf.org.uk/ or Hampshire Parent/Carer Network, www.hpcn.org.uk</p>
	<p>Parental responsibility</p>	<p>Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:</p> <ul style="list-style-type: none"> • all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced) <p>283</p> <ul style="list-style-type: none"> • mothers who were not married to the father at the time of the child's birth, and • fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force. <p>Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department</p>

		<p>cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.</p> <p>Definition from SEND Code of Practice April 2015</p>
PECS	PECS Picture Exchange Communication System	<p>The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures.</p>
	Personal Budget	<p>A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care.</p> <p>Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.</p>
	Personal Education Plan	<p>An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Pupil Referral Unit (PRU)	<p>Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Reasonable adjustments	<p>Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment)</p>
SaLT	Speech and Language Therapist	<p>Assesses children's speech, language and communication needs.</p>
	School Action/Action Plus	<p>This describes the additional or different support for children with SEN given by schools under the previous (2001) SEN Code of Practice. This support was for children with SEN who did not have a Statement of Special Educational Need.</p>

	Schools Forum	<p>Every local authority has a Schools Forum. It made up of representatives from schools and academies, and some representation from other bodies, such as nursery and 14-19 education providers.</p> <p>The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.</p>
	Section 139A Learning Difficulty Assessment	See Learning Difficulty Assessment
	Special Educational Needs (SEN)	<p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p> <p>Definition from SEND Code of Practice April 2015</p>
SENCO	Special Educational Needs Co-ordinator	The teacher responsible for Special Educational Needs within a school.
SEND		Special Educational Needs and Disabilities
	SEND Code of Practice	<p>This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.</p> <p>It tells local authorities, early years' settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.</p> <p>You can download a full copy of the Code at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>You can download a shorter version for parents at https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p>
	SEN Information Report	<p>All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.</p> <p>The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.</p>

	SEN support	<p>SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age.</p> <p>The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.</p> <p>SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.</p>
SCE	Service Children's Education	<p>SCE oversees the education of UK Service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on UK and overseas schools.</p> <p>Definition from SEND Code of Practice April 2015</p>
	Should	<p>Should is a word that occurs frequently in the <u>SEND Code of Practice</u>. Section i of the Introduction to the Code says:</p> <p><i>... where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.</i></p> <p>This means that wherever the term 'should' is used all the organisations listed in Section iv of the Introduction to the Code must consider what the Code says. However they may depart from it.</p>
	Signposting	<p>Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly.</p> <p>When this happens the person seeking information, advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.</p>
	Special Educational Needs Co-ordinator (SENCO)	<p>A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.</p> <p>Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO.</p>
	Special school	<p>A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.</p> <p>Definition from SEND Code of Practice April 2015</p>

SpLD	Specific Learning Difficulties	General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia.
SaLT	Speech and language therapy	Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults 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. Definition from SEND Code of Practice April 2015
	Statutory guidance	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.
	Transfer review	A transfer review replaces the annual review in the academic year that the child or young person transfers to the new SEND system. A transfer review involves an EHC needs assessment to decide what outcomes and provision need to be included in the EHC plan. This should include education, health and social care needs. You, your child or the young person must be invited to a meeting as part of the transfer review. A transfer review ends when the local authority sends you (or the young person) a copy of the EHC plan, or when it informs you (or the young person) that an EHC plan will not be issued. Each council publishes a local transition plan to explain how and when transfer reviews for children and young people with Statements of Special Educational Need will happen.
	Transition	Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.
TPA	Transition Partnership Agreement (Hampshire)	The intention of the TPA is to support transition for those children and young people who might be vulnerable when making the transition into preschool, to school or college, or to a new year group.
	Virtual School Head (VSH)	The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty. Definition from SEND Code of Practice April 2015
	Young person	

		<p>A person over compulsory school age (the end of the academic year in which they turn 16). From this point the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents.</p> <p>Definition from SEND Code of Practice April 2015</p>
	<p>Youth Offending Team (YOT)</p>	<p>Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody.</p> <p>Definition from SEND Code of Practice April 2015</p>