

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 phrases and abbreviations used in meetings about SEND.

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.

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
- Carer
- Family member
- Pupil with SEND
- Teacher
- Teaching Assistant
- Other member of staff
- School Governor

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!

The Word...	The meaning...
Accessibility plan	A plan of how we'll make our school 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 is often because of exclusions 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. Often, it also affects a pupil's sensory processing.
ASDAN	This is a qualification that can focus on skills for learning, work and adult life. It is often used for young people from Y9 upwards who have more severe needs.
Assess – Plan – Do - Review	All our 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. Each cycle usually takes one school term.
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.

BSP	Behaviour Support Plan: a plan that explains how a pupil behaves and the best ways for adults to support the pupil.
CAMHS	Child and Adolescent Mental Health Service: the NHS team who support mental health of under 18s.
CIC	Child in Care: A pupil who is fostered, or who lives in a children's home or who has short breaks away 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: the SEND handbook for schools, councils, care and health services. It's written by the government and sets out the 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 adaptive teaching.
DSL	Designated Safeguarding Lead: A member of school staff who is the key contact for all safeguarding concerns. Whilst the SENDCo oversees SEND, the DSL might also be involved, for example if a SEND pupil is running away from home. 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.
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 3% of all pupils have an EHC Plan. About half of these are in special school or a specialist provision (e.g. deaf unit). 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 the 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 the EHC is funding school to achieve. For example:

	<ul style="list-style-type: none"> • English: Sam will be able to independently write short correctly punctuated sentences. This is so that he can communicate basic ideas in writing. • Maths: Sam will add and take-away numbers up to 100. He be able to do this in written form and also using coins. This is so that he gains skills to manage money as an adult. • Communication: Sam will be able to sustain a two way conversation for over 5 minutes. This is so that he can turn-take in adult conversations. • 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. <p>An EHCP typically has around 5 or 6 outcomes.</p>
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. • A structured phonics programme, delivered for 15 minutes+ per day.
EP	Educational Psychologist: this is a specialist in child development and child 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 school.</p> <p>Note: Before 2021, the DfE also used the term exclusions to mean when a child is suspended (i.e. banned from school for a few days). Some staff still use the term <i>exclusion</i> to refer to child 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 our graduated response .
HLTA	Higher level teaching assistants: These are Teaching Assistants who take on extra roles like covering classes. It's often said as "H.L.T.A" but some staff say "Hilta."
IEP	Individual Education Plan: A plan that sets targets for a pupil. These are reviewed at least 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> .
LA	Local Authority: The local council that runs many local SEND services.

LAC	Looked After Child: A pupil who is fostered, or who lives in a children's home or who has short breaks away from home because of a disability (when they stay with a special foster carer overnight). Also referred to as CIC (Child in Care).
Lead Professional	The key person who organises TAC or TAF meetings.
Makaton	A sign language that has lots in common with British Sign Language whilst using the same grammar and word order as spoken English. It's more likely to be used if a pupil: <ul style="list-style-type: none"> • Is under 8 years old • Has complex learning difficulties • Has complex communication difficulties (such as autism)
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 experts from the NHS. 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 the first three years of being SENDCo.
NEET	Not in Education, Employment or Training: A youngster who is not involved in any learning, courses or work.
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 you may hear on 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 Therapy / Occupational Therapist: A team of health worker who is an expert 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 a pupil who is blind).
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
Phonics check	A reading test that children do in Y1. Depending on their score, some children also sit it again in Y2.
PMLD	Profound and multiple learning difficulties: A pupil has multiple complex disabilities. This is the most severe type of learning disability.

PN / PD	Physical needs / Physical disability.
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.
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: a specialist teacher who teaches (or advises on) deaf pupils and pupils who have hearing loss.
QTVI	Qualified Teacher of the Visual Impaired: A specialist teacher who teaches (or advises on) blind pupils or have vision loss.
Resource Provision	A unit for pupils with complex special needs which is within a mainstream school.
Restraint	Using force to hold back a pupil.
RHSE	Relationships, Health and Sex 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 Therapy / Speech & Language Therapist: NHS specialists who support speech, language and communication needs.
SATs	Statutory Assessment Tests: National tests that are used across the country for Year 2 and Year 6 pupils. Whilst most pupils complete their SATs, some pupils' SEND means that they do not have to take the tests (e.g. many pupils in special schools).
SEAL	Social and Emotional Aspects of Learning: Teaching pupils social skills and understanding of emotions.
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.
SEN Support Plan (SSP)	A plan that sets targets for a pupil and says what we'll do to meet these targets.

	It's also sometimes referred to as a School Support Plan, My Plan or My Support Plan.
SENDIAS	SENDIAS is a team that provides independent advice services for parents. SENDIAS is short for <i>SEND Information, Advice & Support</i> .
SEN Service	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. Some schools also use the term SENDCO (Special Educational Needs and Disabilities Co-ordinator) which is the same thing.
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 normally include pictures as well as words.</p> <p>These can be downloaded, made using special software 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 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 period (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 school, family and professionals will help a child when there we are worried 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 that helps staff to manage behaviour. It includes ways to de-escalate situations. It also teaches staff how to safely move or restraint a pupil.
Transition	Our processes to help pupils join our school, leave our school and move from one class to the next.
Wave 1, 2 and 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>All pupils get Wave 1. Fewer pupils need Wave 2. Even fewer pupils need Wave 3.</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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