

# Jargon Buster

It can be both confusing and frustrating to be part of a discussion when you don't understand the language being used. This section explains the terms and abbreviations used in special educational needs at Aylesford. It is designed to help parents and carers understand what is being discussed or written about, relating to their child's special educational needs (SEN).

Some Definitions of terms relating to special educational needs:

## ABI

Acquired Brain Injury

## ADD

Attention Deficit Disorder

## ADHD

Attention Deficit Hyperactivity Disorder

## Annual Review:

The process of ensuring that a Statement of Special Educational Needs continues to describe the child's needs and how they should be met through a meeting held once each year. Contact Wiltshire Council if you would like a leaflet about the Annual Review System

## ASC

Autistic Spectrum Condition (used to be referred to as ASD – Autistic Spectrum Disorder )  
For further information see ASC entry.

## Assessment

Finding out what a child can and cannot do by observing them at early years setting or school and sometimes at home and by talking with people who know the child well

## Assistant Education Officer (AEO)

A local authority officer who, in addition to supporting the education officer has responsibility for SEN casework

## BESD

Behavioural Emotional and Social Difficulties – also known as EBSD (Emotional Behavioural and Social Difficulties) and EBD (Emotional Behavioural difficulties) and under the proposed new Code of Practice will be known as SME Social Mental and Emotional needs.

## BSL

British Sign Language

## CAMHS

Child and Adolescent Mental Health Service

## Carer

A person who is looking after a child but isn't their birth parent

## Classroom support

Schools have people who work in classrooms alongside teachers to support children to get the most out of their learning. At Aylesford this can come through a number of sources

- Teacher assistant (TA2) support in subjects
- Pastoral Support – Refocus and Inclusion Areas
- Small group teaching in English and Maths
- KS3 Literacy Withdrawal

## Common Assessment Framework (CAF)

This is a form that professionals complete to begin to look at what needs or support a child/young person may have. It helps to co-ordinate services so that you do not have to tell different professionals the same thing.

## Congenital

Present at birth

## Complex

More than one significant problem

## COP

A School's Code of Practice. A government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs

## Curriculum entry levels

Entry level qualifications are for young people from 14 upwards who are not yet working at GCSE level. To ensure that small steps of achievement are recognised entry level is divided into three groups' entry level 1, entry level 2 and entry level 3.

## Curriculum P levels/scales

P levels/scales provide a framework that is used to map a pupil's progress with special educational needs who are working towards level 1 of the national curriculum. There are eight levels of P scales with P1 being the lowest and P 8 being the highest.

## DDA

Disability Discrimination Act.

## Delegated budgets

Is regular funding given to schools on an annual basis by the local authority. It can be used to support pupils with special educational needs including those with a statement.

## Department for Education (DfE)

A national government department

## Differentiation

The way in which the school's curriculum and teaching methods are adapted to meet the needs of a child

## Disability Living Allowance

Disability Living Allowance or DLA is a benefit you can claim if your child needs extra help or looking after because of their special needs – See more at: <http://www.askiris.org.uk/advice-for-parents/money-matters/what-is-disability-living-allowance/#sthash.MkiCe03v.dpuf>

## Disagreement resolution (mediation)

Arrangements which all local authorities must provide to help prevent or resolve disagreements between parents/carers whose children have SEN and the local authority or school. These must include an independent service with trained mediators, designed to bring the different parties together in an informal way to try to resolve the disagreement through discussion.

## District Inclusion Support Meeting (DISM)

A meeting (often held in a District Specialist Centre) to plan and co-ordinate services for children requiring intensive support in the Early Years.

## Educational psychology service (EPS)

Ed Psych: The educational psychology service provides advice, support to parents and schools. The services carries out assessments of children and young people who are having difficulties with learning, development, behaviour or social well-being. They can help to find out why some children are having difficulties with learning in school. It is quite a long waiting list.

## EHCP

Education Health Care Plan. Used to be known as a stamen. The statement of special educational needs (SEN) is a legal document that the local authority produces and your child's school must follow. It identifies the help and support that your child is to be given to meet their needs.

## HI

Hearing Impairment

## IEP

Individual Education Plan

## Inclusion

Inclusion is when children with special educational needs are educated in mainstream schools. Children educated in this way should be involved in school activities with other children.

## Individual Education Plan (IEP)

An individual education plan is designed to help children who are experiencing difficulties in school to improve their skills and knowledge at their own pace.

## LA

Local Authority

## LD

Learning Difficulty

## MLD

Moderate Learning Difficulties

## MSI

Multi-Sensory Impairment

## Named Keyworker

This person liaises with parents/carers and schools regarding a child's statutory assessment. They also work on producing the statement of special educational needs and may be invited to the annual reviews, then will make any necessary amendments following the review. At Aylesford this is usually referred to as Keyworker or Mentor or Lead Professional.

## Note in lieu

If a statutory assessment has been carried out and the local authority decides not to write a statement, the local authority could issue a note in lieu of a statement to parents and your child's school. The note in lieu outlines the child's special educational needs, why the local authority has decided not to issue a statement and any recommendations regarding support for a child.

## Person Centred Planning (PCP)

Person centred planning puts the young person at the centre of planning and focuses on their aspirations. It is about families and professionals making plans with a young person and not for them.

## Picture Exchange Communication System (PECS)

PECS is used as an aid to communication, for children and young people with autistic spectrum disorder and special educational needs. It helps them to communicate their needs and wants. PECS is used in schools, home and other venues.

## PD

Physical Disability

## PMLD

Profound Multiple Learning Difficulties

## PPS

Parent Partnership Service

## Proposed statement

A draft copy of the statement of special educational needs, which parents/carers receive before the final statement is issued by the local authority.

## PRU

Pupil Referral Unit

## PSP

Pastoral Support Plan

## RA

Reading Age

## SALT

Speech and Language Therapist

## SEN

Special Educational Needs

## SLD

Severe Learning Difficulties

## Special Needs Assessment and Planning Team (SNAPT)

SNAPT is a multi-professional panel, which meets weekly in term. SNAPT are part of the local authority and advises the LA of provision for a child with special educational needs (SEN).

## Special Educational Needs Co-ordinator (SENCo)

A SENCo is a teacher who is responsible for co-ordinating the special educational needs support in schools. Every school has a SENCo, also referred to as a SENDCO

## Special educational needs tribunal

This is an independent body that hears appeals by parents against local authority decisions on assessments and statements. A tribunal decision is binding to both parties.

## STS

Specialist Teacher Service – Aylesford use this service for arranging exam access screening in KS4 and KS5 as well as observations with students in KS3

## Transition (primary-secondary school)

If your child has an EHCP, the move from primary to secondary school should be discussed at your child's year 5 annual review. Transition is about planning for when your child moves to secondary school.

## Transition (secondary school – when leaves school)

If your child has an EHCP, in year 9 at school they will start to have transitional annual reviews. Transition is about planning for when a young person leaves school, and what they might like to do. A Careers advisor will start to attend the meetings. A transition plan will be written at the year 9 annual reviews and will be reviewed every year till the young person leaves school.

## Transition plan

A transition plan is a document that records what has been said at the transitional annual review and if any action is to be taken and by whom.

## VI

Visual Impairment