



Bromley Heath Infant school glossary of SEND terms

We know that there are lots of acronyms and new words in the world of Special Educational Needs and Inclusion. We hope that this glossary will be helpful in understanding some of the terms you may commonly find on this and other websites.

Term	What it stands for	What this means
0 – 25 team		The 0-25 service works with parents/carers, educational settings and other professionals to ensure that children's needs are being planned for and met within the community. For more information: http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/local-offer-education-health-and-care-plans/guidance-education-health-care-plans/
AR	Annual Review	The review of an Education, Health and Care Plan. This is completed within twelve months of making the Plan and then on an annual basis. A parent can ask for an Emergency Annual Review if they feel their child needs to move to a new school or setting.
ART	Access and Response	The team that make the first assessment of what needs to be done to help a child. http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/
Assess, Plan, Do, Review		This is the process which was set out in the 2015 SEN/D Code of Practice. In order to support children with additional needs, schools must first assess what their needs are. They will then make a plan with teachers, parents and the young person. The plan will then be followed for an agreed period of time (this is the 'Do' section). Finally, this process will be reviewed to see what progress the child has made. The process is cyclical so once a review has been completed we return to the 'assess' phase to start again.
AS/ASC	Autism Spectrum or Autism Spectrum Condition	A developmental disorder of variable severity that is characterized by difficulty in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.
BSS	Behaviour Support Service	This is a service which is provided by Integra (part of the local authority). It is specialist service that help school with supporting children who display challenging behaviour within the school. They offer advice and suggest strategies to help children.
CAMHS	Child and Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.
CoP	Code of Practice	This refers to the document which sets out the legal responsibilities of schools and local authorities in working with children with SEN/D needs. A copy can be found here:

		https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
CPD	Continuing Professional Development	This is the ongoing training and support that staff receive to develop their skills. This may be delivered by external specialists or by skilled practitioners already working within the school.
Developmental Delay		A delay in reaching the normal stages of development, for example sitting, talking or walking.
Differentiated Curriculum		Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books, topics and materials. Children therefore may all learn in the same classroom but take part in different activities or use different resources in order to make the most progress. This is what is meant by a differentiated curriculum.
EHCP	Education, Health Care Plan	EHCPs have replaced what were formally known as statements. They are a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. These plans should be child-centred focusing on the needs and aspirations of the child. EHCPs can continue into further education and training, sometimes up until the age of 25. EHCPs may entitle a child to additional funding in order to allow school to meet their provisions.
EHCP Needs Assessment		This is the assessment carried out by the Local Authority in order to decide whether or not a child would benefit from having an EHCP. All specialists working with a child are asked to contribute to this process. Following this, the Local Authority will decide whether or not to issue an EHCP.
EP	Educational Psychologist	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties. Our EP is currently Dr Simon Marchant.
Expressive Language		How a child or young person expresses ideas, thoughts and feelings through speech.
Fine motor skills		Small movements of the body, for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
Formative assessment		This is the ongoing daily and weekly assessments carried out by teachers. This can be through marking, through working with a child in a lesson or through short quizzes and tests to check understanding. See also: Summative Assessment
FYPS Worker	Family and Young Person Social Worker	FYPS Workers work with families for a variety of reasons when they would benefit from additional help in supporting and meeting the needs of a young person.
Global Delay		A general delay in acquiring normal developmental
Graduated response		The graduated response is the name given to the Assess, Plan, Do, Review cycle (see definition above).
Gross motor skills		Whole body actions for example playing games, swimming or riding a bicycle.

Health Care Plans		Health Care Plans are written (usually by the School Health Nurse) for children who have additional medical needs that adults working with the child need to be aware of. These may include severe allergies or other health conditions.
HI	Hearing Impaired	A degree of hearing loss
Inclusion		Inclusion is used to mean different things. Generally, inclusion refers to the extent to which learning and being part of school life is accessible to children with different needs.
Intervention		Interventions are different activities, tasks or mini-lessons which help children with different needs to make extra progress. These usually take place on a regular basis for a set amount of time and are reviewed after 8-12 weeks to see if the child is still making progress and needs this level of help.
ISS Service	Inclusion Support Service	The Inclusion Support Service is run by Integra (part of the local authority). It is specialist service that help school with supporting children who have additional needs relating to their learning. They offer advice and suggest strategies to help children.
LA	Local Authority	The Local Authority is responsible for assessing whether or not children are eligible for EHCP Needs Assessments, a EHCP and/or additional funding. They also decide (with parents) which setting would best meet the needs of EHCP pupils. See also Local Offer.
Local Offer		Local Authorities are required to publish a 'Local Offer.' This is information about the provision available for children with SEN/D needs in their area. The South Gloucestershire Local Offer can be found here: http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/
Non – verbal skills		Skills which do not require spoken or written language but use other ways to communicate e.g. gesture, facial expression, body language.
OT	Occupational Therapist	An Occupational Therapist is a specialist who may advise school on how to support children in development of fine and/or gross motor skills. They might also advise on equipment or programmes that will support this development.
Parent Voice		This is used to describe parents having their say in their child's learning. This includes any kind of communication between school and home which may be informal through chats, notes or emails or more formal through meetings and Annual Reviews.
Personalised Curriculum		For certain children, their needs mean that they struggle to follow the same curriculum as their peers even when work is differentiated (see above). For these children, teachers may plan topics, resources and lessons which are just for them and meet their specific needs. This is called a personalised curriculum.
PPM	Pupil Progress Meetings	Pupil Progress Meetings are held regularly between members of the SLT (see below) and class teachers. In these meetings, staff look at the progress children are making in their various assessments and consider what additional support may help them to thrive in school.

Provision map		A provision map is a tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.
Pupil Voice		This is used to describe children having their say about their own learning. This can be informal, such as chatting to their teacher, writing about their feelings or talking to Teaching Assistants or it may be more formal such as taking part in Annual Reviews.
QFT	Quality First Teaching	Quality First Teaching refers the range of approaches, resources and strategies that are used by all teachers to support any learners in their class who may need extra help.
SAFeh	Single Assessment Framework for Early Help	A SAFeh can be useful for families for a variety of reasons especially if their child has additional needs that we are finding difficult to understand or if their additional needs are impacting upon life at home. A SAFeh is a tool that allows us to think about your child's history and their needs. We then design a plan with you to think about how we can all work together to help. This plan is reviewed every 3-6 months. For more information, see here: http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/single-assessment-framework-for-early-help/
SALT	Speech and Language Therapist	Speech and language therapy provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
School Nurse		School Health Nurses can provide assessment of medical needs, guidance for parents and school staff and signpost to other NHS services that may be beneficial for a child.
SEN/D	Special Educational Needs / Disability	Please see out SEND policy for more details.
SENDCO	Special Educational Needs / Disability Co-ordinator	A SENCO is responsible for the day-to-day operation of the school's. At BHIS the SENCO is Ms Lucy Fletcher, who can be contacted via the school office.
SEND Passports		These are the equivalent of what used to be known as an IEP (Individual Education Plan) – these documents which are written by the teacher in collaboration with you and your child are designed to set short-term targets and make clear the help that your child is getting in school. These are reviewed three times a year when you will get a chance to discuss them with your child's teacher.
SEN Support		Special Educational Needs Support is a category used by school to record and report the level of support given to different children. Children at SEN Support level are part of the school's SEN register.
SEN Register		This is a list of children who are formally recognised and recorded as having Special Educational Needs and requiring consistent support above and beyond that required by most of their peers. All children with EHCPs are on the SEN Register. All children at SEN Support level are also on the SEN Register.
SI	Sensory Impairment	Partial or complete hearing loss.
SpLD	Specific Learning Difficulties	General learning abilities are in line with peers but a child has a difficulty with a specific area of their learning, such as Dyslexia, Dyspraxia or Dyscalculia.

Summative Assessments		These are more formal assessments such as end of unit tests or end of year exams. See also Formative Assessment.
TA	Teaching Assistant	Teaching Assistants are trained to support children with their education. Teaching Assistants may work 1:1 or in groups with children for a variety of reasons. They may also occasionally teach the whole class to allow teachers to work closely with individual pupils.
Transition		Movement between different environments, rooms or settings. All transition involves change and so it is vital to prepare children for this. When children are supported with transitions they adapt more easily to changes.
VI	Visually Impaired	Partial or complete loss of sight.