

Special Educational Needs and Disability Jargon Buster

Here is a glossary of key terms related to Special Educational Needs (SEN). The definitions are based on the SEN and Disabilities (SEND) Code of Practice.

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| ADD / ADHD | Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder |
| Annual Review | The review of an EHCP. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in Early Years. |
| ASC / ASD | Autistic Spectrum Condition / Autistic Spectrum Disorder |
| CAMHS | Child and Adolescent Mental Health Services |
| CI | Communication and Interaction |
| CL | Cognition and Learning |
| Code of Practice | Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND |
| DDA | Disability Discrimination Act |
| EBD | Emotional and Behavioural Difficulties |
| EHCP | Education, health and care plan. A statutory document drawn up by the Local Authority, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. |
| EP | Educational Psychologist |
| Expressive Language | How a child or young person expresses ideas, thoughts and feelings through speech |
| EYFS | Early Years Foundation Stage (Nursery & Reception) |
| Fine Motor | Small movements e.g. cutting, using a pencil and doing up fastenings on clothes |
| GLD | Global Learning Delay |
| Graduated Approach | A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN |
| Gross Motor | Large movements e.g. running, jumping and climbing |
| HI | Hearing Impairment |
| KS1 | Key Stage 1 (Year 1 & Year 2) |
| KS2 | Key Stage 2 (Year 3, Year 4, Year 5 & Year 6) |
| LA | Local Authority |
| Local Offer | Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the LA |
| LSA | Learning Support Assistant |
| Mainstream School | A primary or secondary school which is in direct control of a Local Authority |

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| MLD | Mild Learning Difficulty |
| OT | Occupational Therapy/Therapist |
| PD | Physical Disability |
| Receptive Language | The ability to understand what is being said |
| SALT | Speech and Language Therapy / Speech and Language Therapist |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and Disabilities |
| SEN Support | An overall term that refers to pupils needing special educational provision who do not have EHCPs |
| SENCO | Special educational needs coordinator. The person in a school responsible for coordinating provision for pupils with SEN |
| SENDIASS | Special Educational Needs and Disabilities Information Advice and Support Service |
| SSS | Sensory Support Service |
| Sensory room | A space which uses special lighting, music and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication |
| SPLD | Specific Learning Difficulty |
| Special School | A school which is resourced and organized to provide for the education of pupils with and EHCP, who need a high degree of support in the learning situation and in some cases, specialist facilities, equipment and teaching |
| TA | Teaching Assistant |
| TAC | Team Around the Child |
| TAF | Team Around the Family |
| VI | Visual Impairment |

