

ADHD

Attention Deficit Hyperactivity Disorder.

Annual review

A review of a pupil's Statement of special educational needs or Education, Health and Care plan, carried out at least every 12 months

ASD

Autistic spectrum disorder, sometimes known as autistic spectrum condition.

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.

CAMHS

Child and adolescent mental health service.

CCG

Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area

Children and Families Act 2014

This law came into force on 1st September 2014. Part 3 of the Act set 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.

CYPS

Children and Young People's Service – Northumberland's CAMHS (Child and Adolescent Mental Health Service) team.

DCT

Disabled Children's Team. This is a service provided by the local authority for children with significant special educational needs/disabilities.

Differentiation

Teachers adapting lessons to suit the learning needs of groups or individuals within the class

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

A service for resolving disagreements about provision between families and the local authority or young people and other bodies, commissioned by the LA. Available to all children and young people with SEN, not just those with EHC plans

EHA

Early help assessment. This is an assessment which can be undertaken by any professional, often supported by the local authority, to identify the best course of action where children may have a range of support needs. It helps to co-ordinate team work for learners and families. It includes the parent(s), education setting and any other professionals involved.

Education Act 1996

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 that were in place before 1st September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.

Education Funding Agency (EFA)

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. The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

EHC needs assessment

An education, health and care assessment, carried out by the local authority, for determining whether a child or young person needs an EHC plan. This is generally an assessment required by a small percentage of pupils who have high level special educational needs.

EHC plan

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. Local authorities are required to transfer statements of special educational needs and learning difficulty assessments to an EHC plan by April 2018

EP

Educational Psychologist. A highly trained, specialist professional who will assess the special educational needs of a learner and make recommendations about next steps to meet their needs.

First Tier Tribunal (SEN and disability)

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.

Graduated approach

A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN

Independent supporter

A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

IEP Individual education plan

A non-statutory document setting out school-based support and interventions for a pupil with SEN. Examples of school-based plans include IEPs, SEN support plans, pupil passports, and one-page profiles

Keyworker

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.

LA

Local authority

LDA

Learning difficulty assessment. A statutory document drawn up by the LA describing the provision for a young person with SEN in post-16 education, training or higher education. Being replaced by EHC plans by April 2018

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. Northumberland's local offer can be accessed at <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

Local transition plan

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.

Mainstream school

This is a school that provides education for all children, whether or not they have special educational needs or disabilities.

Mediation

A form of disagreement resolution for families and young people considering appealing decisions about EHC needs assessments and plans at the tribunal

MLD

Moderate learning difficulties

Must

The SEND Code of Practice says (in Section i of the Introduction): *where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.* 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.

One-page profile

A non-statutory document setting out the likes, dislikes, strengths, needs, wishes and aspirations of a child or young person – generally drawn up by the learner; with support from an adult when necessary. In Northumberland, we require schools and colleges to work with learners on a one-page profile as part of the EHC needs assessment process.

OT

Occupational Therapy / Occupational Therapist – A specialist NHS worker who is an expert in movement, coordination and sensory needs.

Outcome

Describes the difference that will be made to an individual as a result of special educational and other provision. It should be specific, measurable, achievable, realistic and within a set timescale.

Parent Carer Forum

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. For more information please visit: <http://www.cafamily.org.uk/pcp/resources> or <http://www.nnpf.org.uk/>

Personal budget

An amount of money requested by parents or young people for securing provision set out in the EHC plan. The budget, prepared by the LA, can be held directly by the parent or young person, or managed on their behalf by the LA, school or other organisation. More information on personal budgets can be found within the Northumberland local offer:

PMLD

Profound and multiple learning difficulties

Reasonable adjustments

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)

SALT

Speech and language therapy

Schools Forum

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. The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.

SEMH

Social, emotional and mental health difficulties

SEN

Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability

SEN information report

A document published on the school website, setting out the school's provision for pupils with SEN.

SEN policy

Sets out the vision, values and aims of the school's SEND arrangements.

SEN support

An overall term that refers to support for pupils who have special educational needs, but who do not have EHC plans. When the Code of Practice was reformed in 2014, this term replaced the previous categories of School Action (SA) and School Action Plus (SA+).

SENCO

Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEN. All schools are required to have a SENCO.

SEND

Special educational needs and disability

SEND Code of Practice

Statutory guidance setting out the duties and responsibilities of organisations, including schools, local authorities and health professionals, in relation to children and young people with SEND

SEND Tribunal

See First Tier Tribunal (SEN and disability)

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

Should

'Should' is a word that occurs frequently in the SEND Code of Practice. Section i of the Introduction to the Code says:... *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.* 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.

Signposting

Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly. 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.

SLCN

Speech and language communication needs

SLD

Severe learning difficulties.

Special school

A school that is specifically organised to make special educational provision for pupils with SEND

SpLD

Specific learning difficulties. SpLD affect one or more particular aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia.

Statement of Special Educational Needs

A statutory document drawn up by the LA describing the provision for a child or young person with SEN who is still in education. Statements are no longer issued and existing statements are being transferred to EHC plans by April 2018.

Statutory guidance

Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

Top-up funding

Additional funding available from the LA where pupils require special educational provision which costs more than the usual resources allocated for the pupil in the school.

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. 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 planning

Preparation for moves between different educational settings or for a move from children's to adults' social care or health services

Tribunal

An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination