

Special Educational Needs and Disability

What do these words mean? (A-Z)

Advocate

– someone who can speak on your behalf, express your views and wishes, and ensure that your rights, concerns and needs are acted upon. Advocates act only according to the wishes of the person they are speaking for. They do not take their own view of what is best, or try to influence the person to make a different choice.

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.

Annual Review

Under the Children and Families Act 2014 local authorities must carry out a review of every Education, Health and Care plan (EHC Plan) and Statement of Special Educational Needs at least once every 12 months.

Assess, plan, do and review

see Graduated Approach

CAMHS

Child and Adolescent Mental Health Services - these services assess and treat children and young people up to the age of 17 with emotional, behavioural or mental health difficulties.

Care Plan

A record of health and /or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan is agreed with the child's parent /carer or the young person and may be contained within a patient's medical record or maintained as a separate document.

Care Plans are also maintained by local authorities for Looked After Children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

CCG

Clinical Commissioning Groups - groups of professionals that work together to commission health services in a particular area. Cambridgeshire and Peterborough Clinical Commissioning Group is the organisation responsible for planning, organising and purchasing NHS funded healthcare for people living in the Cambridgeshire and Peterborough area.

Code of Practice (SEN) CoP

Guidance from the Department for Education on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014. It explains the duties of local authorities, health bodies, schools and colleges to provide for children and young people with special educational needs under part 3 of the Children and Families Act 2014.

Co-production

Where children, young people and their parents/carers work together as equal partners with professionals from the local authority, health and social care to decide the outcomes they want and agree how these can best be achieved.

CRP

County Resourcing Panel is a meeting of professionals from the local authority, health, social care and schools who consider requests for very high cost specialist provision for children with Special Educational Needs and Disabilities (SEND). This includes requests for:

- independent specialist education placements
- high cost equipment (over £5000)
- individual building adaptations for schools and homes

The panel meets every 3 weeks, all year round.

Designated Clinical Officer (DCO) -

helps Cambridgeshire and Peterborough Clinical Commissioning Group (CCG) to meet its statutory responsibilities for children and young people with special educational needs and disabilities and agrees the health services within an Education, Health and Care (EHC) plan.

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 Education, Health and Care (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

Local authorities must provide access to independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about Special Educational Needs and Disability (SEND) duties and provision.

Please also see Mediation.

DSA

Disabled Student Allowance - an allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note taker or transport costs.

Early Support

Early Support in Cambridgeshire is for children 0 - 5 years old with significant and complex additional needs or disability who require on-going specialist support from across education, health and care. This includes children who have great difficulty communicating, have sensory, learning or physical difficulties and/or complex health needs. All will need additional support with many aspects of their daily lives and it is probable that there will be a lifelong impact on their development and learning.

EFA

Education Funding Agency – an arm of the Department for Education that manages the funding for learners between the ages of 3 and 19 years and for those with Special Educational Needs or disabilities between the ages of 3 and 25. The EFA allocates funds to local authorities for maintained schools and voluntary aided schools. The EFA directly funds academies and free schools.

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

Early Years Setting

Providers who deliver early education; includes pre-schools, playgroups and private day nurseries, childminders, maintained nursery schools, independent schools, maintained special schools and non-maintained special schools.

EHC Plan

Education, Health and Care Plan - details the education, health and social care support that is to be provided to a child or young person who has special educational needs or a disability. It is drawn up by the local authority and parents/carers and the child/young person, after an EHC needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies. EHC Plans replaced Statements of Special Educational Needs in September 2014.

EHC Needs Assessment

Local authorities must carry out an Education, Health and Care (EHC) needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn. Parents / carers, children and young people will be asked for their views and the help they need. Early years settings, schools and colleges and any professionals working with a child may be asked for information.

EHC Needs Assessment Panel

The panel who decides whether to continue with an EHC Plan after the EHC needs assessment. It is made up of Senior Special Educational Needs and Disability (SEND) specialists from the local authority, Head teachers and senior representatives from Social Care and Health.

EP

Educational Psychologist – a professional employed by the local authority to assess a child or young person's special educational needs and to give advice to schools and settings on how the child's needs can be met. Sometimes referred to as an Ed Psych.

FCAF

The Family Common Assessment Framework is used to assess the needs of your family and make sure you get the help you need as quickly as possible. Once it has been completed, and with your agreement, the FCAF form will be shown to other workers and services who may be able to offer advice and support. This means you will not need to repeat information to lots of different people

First Tier Tribunal

You can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if you disagree with the local authority's decisions about your child's special educational needs - for example if they refuse to:

- assess your child's educational, health and care (EHC) needs
- make a statement of their special educational needs
- reassess their special educational needs
- create an EHC plan
- change what's in your child's special educational needs statement or EHC plan

The tribunal is independent of government and will listen to both sides of the argument before making a decision.

(Please also see Mediation)

Graduated Approach

The Special Educational Needs and Disability (SEND) Code of Practice says that schools should follow a graduated approach when providing SEN Support.

This is a cycle of:

- Assess
- Plan
- Do
- Review

Assessing and identifying a pupil's individual needs, planning how to meet their needs, putting the plans in place and reviewing regularly to check that the support in place is meeting the child's needs.

Independent Supporter

A person recruited locally by a voluntary or community sector organisation, or a Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) to help families going through an Education, Health and Care (EHC) needs assessment and the process of developing an Education, Health and Care (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. In Cambridgeshire, this is provided by Core Assets and Cambridgeshire's SENDIASS.

IPSEA

Independent Parent Special Education Advice - a registered charity that offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities. www.ipsea.org.uk

Key Working

A way of working which provides children, young people and parents with a single point of contact known as a lead professional to help make sure the support they receive is co-ordinated.

Lead Professional

A person who is identified as a single point of contact for a child, young person and their family to help make sure that the support they receive is co-ordinated. The lead professional could be from local authority, local health organisation or school, college or setting or voluntary, community or private and independent sector.

Local Offer

Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult on what provision their Local Offer should contain. Cambridgeshire's Local Offer is available on www.cambridgeshire.gov.uk/localoffer

Locality team

A locality team is made up of a range of professionals who work together to provide services to support local families, children and young people, including those with special educational needs.

Mediation

A statutory service commissioned by local authorities which is designed to help settle disagreements between parents/ carers or young people and local authorities over Education, Health and Care (EHC) needs assessments and plans. Parents/carers or young people can use the service before deciding whether to appeal to the First-Tier Tribunal.

Mediation can cover any one or all three elements of an Education, Health and Care (EHC) plan and must be offered to the parent/carer or young person when the final plan is issued. Parents/carers and young people are not able to appeal to the Tribunal about health and social care aspects of the plan.

Please also see Disagreement Resolution.

Multi-Agency Working

Services across education, health and social care working together to provide services to support children, young people and their families.

Next steps meeting

If you have had a request for an EHCP assessment turned down, the Statutory Assessment and Resources Team (START) may offer you a 'next steps' meeting. The meeting should help everyone to understand your child's needs, why the request was refused and what needs to be done to ensure their needs are met. The meeting does not stop you going to mediation or tribunal if you are unhappy with the result.

NHS Continuing Care

NHS Continuing Care is support provided for children and young people under 18 with complex health and care needs, who need a tailored package of care because of their disability, an accident or illness and whose needs cannot be met by existing universal and specialist services. NHS Continuing Healthcare is available for adults who meet eligibility criteria.

OT

Occupational Therapist – a health professional trained to give advice on equipment, adaptations and activities to support the learning / social development of children, young people and adults with physical, emotional, sensory or behavioural difficulties.

Paediatrician

A doctor who deals with the medical care of infants, children, and young people from birth up to 18.

Parent Carer Forum

A Parent Carer Forum is a group of parents and carers of disabled or additional needs children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meets the needs of disabled and additional needs children and their families. In Cambridgeshire, this forum is pinpoint. www.pinpoint-cambs.org.uk

Pathway

A particular route or series of steps to access support or services. It sets out different roles and responsibilities and may include timescales.

PEP

Personal Education Plan – An element of a Care Plan maintained by a local authority in respect of a Looked After Child (LAC), which sets out the education needs of the child. If a Looked After Child has an Education, Health and Care (EHC) plan, the regular reviews of that plan should, where possible, coincide with reviews of the Personal Education Plan.

Person Centred

A way of working that makes sure a child or young person and their family are central to and involved in all aspects of planning and decision-making with the professionals and services working with them.

Personal Budget

A Personal Budget is money set aside to fund support as part of an Education, Health and Care (EHC) plan for a child or young person with special educational needs or disabilities. It can include funds from Education, Health and Social Care.

Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.

PIP

A benefit that is replacing DLA for those aged 16 and over. Personal Independence Payment helps with some of the extra costs caused by long-term ill-health or a disability.

Preparing for Adulthood

Preparing for Adulthood is a National programme providing knowledge and support to local authorities and their partners, including families and young people, so they can ensure disabled young people achieve paid work, independent living, good health and community inclusion as they move into adulthood.

Portage

Planned, home-based educational support for pre-school children with long term complex needs or disabilities and associated developmental delay and learning difficulties. In Cambridgeshire, home visiting is provided by the local authority's SEND Specialist Services. It is offered to families who are part of Early Support. **Provision Mapping**

A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school's differentiated curriculum. It can be used as part of the planning process for children with special educational needs.

Reasonable adjustments

Reasonable adjustments are changes that schools and other settings are required to make in order for a child with special educational needs or disabilities to access learning. Adjustments 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 or SLT

Speech and Language Therapist (or Therapy) - assess and treat speech, language and communication problems in people of all ages to help them better communicate. They also work with people who have eating and swallowing problems.

SEN

Special Educational Needs – a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of a same age in mainstream schools or mainstream post 16 institutions.

SEN CWO

Special Educational Needs Case Work Officer: these officers work within the Statutory Assessment and Resources Team (START) and are responsible for ensuring that appropriate assessments are carried out for children and young people with Special Educational Needs. They gather information from parents, carers, children/young people, and relevant professionals; they manage Education Health and Care Plan assessment and review meetings. They are responsible for ensuring the educational needs and provision in a plan are met and delivered by schools and settings.

SEN Information Report

All schools must publish on their websites information about their policy and arrangements for supporting children with Special Educational Needs. This is called the SEN Information Report and it must be kept up to date.

SEN Support

SEN Support includes any help for children and young people with special educational needs that is additional to or different from the support generally made for other children of the same age. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

SENDIASS

Special Educational Needs and Disability Information, Advice and Support Service – independent information and advice service for families with a child with SEND aged 0 – 25 and for young people up to age 25. Previously known as the Parent Partnership Service (PPS).

SENCo

Special Educational Needs Co-ordinator – a qualified teacher in a school or maintained nursery, who has taken additional SEN training and has responsibility for co-ordinating SEN provision. All schools must have a SENCo.

SEND

Special Educational Needs and Disability.

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 nurseries and 14-19 education providers.

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

Information on Cambridgeshire's Schools Forum is available on www.cambridgeshire.gov.uk

Special Educational Provision

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with special educational needs or disabilities to access the National Curriculum at school or to study at college.

START

Statutory Assessment and Resources Team – manage Education Health and Care Plan needs assessments, issuing of EHC Plans and managing review meetings. They gather information from parents, carers, children/young people, and relevant professionals. They are responsible for ensuring that the educational provision in a plan is met and delivered by schools and settings. They are also responsible for existing Statements of Special Educational Needs.

Statutory Guidance

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

Statement of Special Educational Needs

A statement of special needs is a formal document describing a child's learning needs and how they should be met, including what school they should go to.

From September 2014, Statements were replaced by Education, Health and Care Plans.

Please also see Transfer Review for information on the process for moving from Statements to Education, Health and Care Plans.

TAF

Team around the Family - a multi-agency team of practitioners who come together to provide support required to meet the needs of a family identified through a Family Common Assessment Framework (FCAF). The team can include a range of people such as family workers, health care staff, depending on the needs of the child and family.

Transition Advisers

Senior Transition Advisers are employed by the local authority to support young people who find the journey between school, further education, employment and training challenging. Transitions Advisers support young people under 19 who are not in employment, education or training.

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 of Education, Health and Care (EHC) Plans, as well as information for young people in further education and training who receive support as a result of a Learning Difficulties Assessment.

Transition

A transition is a time of change; this could be at particular fixed points in a child's education for example moving from primary to secondary school, or a move between services for example from child to adult health services.

Transfer Review

A Transfer Review replaces the Annual Review in the academic year that the child or young person with a Statement of Special Educational Needs or Learning Disability Assessment (LDA) transfers to the new special educational needs and disability system.

A transfer review involves an Education, Health and Care (EHC) needs assessment to decide what outcomes and provision need to be included in the Education, Health and Care (EHC) plan. This should include education, health and social care needs.

You, your child or the young person must be invited to a meeting as part of the transfer review.

A transfer review ends when the local authority sends you (or the young person) a copy of the EHC plan, or when it informs you (or the young person) that an EHC plan will not be issued.

SEND Tribunal

The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with special educational needs, and young people with special educational needs about decisions made by the local authority regarding Education, Health and Care (EHC) Needs Assessments and Education, Health and Care (EHC) plans.

You can find out more at www.gov.uk/special-educational-needs-disability-tribunal/overview

Glossary of School Terms

Academy

A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control. They are bound by all Special Educational Needs (SEN) legislation and guidance.

Enhanced Resource Centre

A unit or centre in a mainstream school that provides specialist support for children and young people with special educational needs or disabilities.

F.E

Further Education (FE) college – provide education for young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Free School

A free school is a type of Academy, which is free to attend, but is not controlled by the local authority. Free schools receive state funding via the Education Funding Agency. Parents, teachers, businesses or charities can submit an application to the Department of Education to set up a free school.

H.E

Higher Education i.e. university level

Independent schools

A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admissions of children with Education, Health and Care (EHC) plans. These are not free to attend.

High Quality teaching

Universal provision in schools and settings is what is in place for all pupils to enable them to make expected progress. At the heart of universal provision is High Quality Teaching and learning, (previously referred to as Quality First Teaching, QFT).

The key characteristics of high quality teaching can be summarised as:

- Highly focused lesson design with sharp objectives;
- High levels of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

National Curriculum

The national curriculum is a set of subjects and standards used by all local authority maintained primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Other types of school like academies and private schools don't have to follow the national curriculum. Children who are home schooled do not have to follow the national curriculum.

Non maintained special school

Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are non-maintained by the state but charge fees on a non-profit making basis. Most non-maintained special schools are run by major charities or charitable trusts.

PRU

Pupil Referral Unit – provide education for children unable to attend a mainstream school due to illness, exclusion or other reason.

Special School

A school which is specifically organised to make special educational provisions for pupils with special educational needs. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under section 342 of the Education Act 1996.

Virtual School

A virtual school is a team in the local authority that tracks the progress of Looked After Children as if they attended a single school.

16 – 25 Key Terms

LDA

Learning Disability Assessment – these are no longer produced since the introduction of Education, Health and Care (EHC) Plans in September 2014.

They were documents produced in the last year of school for young people with a statement to inform FE/training providers of the young person support needs and future plans.

From 1 September 2016, all young people who had received support as a result of an LDA and have continued in further education or training beyond that point and who need an EHC plan must have one.

S139a/s140

See LDA

Job Coach

A person who teaches and supports a person with learning difficulties / disabilities to learn all aspects of a paid job. This support can be available through supported internships or supported employment.

Study Programme

A flexible college programme that is responsive to the aspirations of a young person, aged 16 – 19, and up to 25 years for learners with learning difficulties and disabilities. Should include Maths, English and work experience unless assessed as not appropriate for a young person.

Supported Employment

Involves a personalised approach to working with people with disabilities, including people with learning disabilities and autism, to help them access and retain open employment, with support.

Supported Internships

A supported internship is one type of study programme specifically aimed at young people aged 16 to 24 who have a statement of special educational needs, a Learning Difficulty Assessment, or an EHC plan, who want to move into employment and need extra support to do so. Supported internships are based primarily at an employer and are intended to help young people with learning difficulties and/or disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. Internships normally last for a year and include unpaid work placements of at least six months.

Foundation learning

A personalised education programme that incorporates three key components, functional skills, vocational/subject learning and personal and social development delivered at entry level and level 1 (below GCSE).

ICS

Individual curriculum solution/improving choice – a bespoke FE education package tailored to the needs of young people who are unable to access courses offered by FE providers due to a young person's disability.

ANPA

Additional Needs Pathway Adviser - employed by the local authority, gives advice and support about the move from school to further education, employment, training or care provision. Member of the Preparing for Adulthood team.

LDP

Learning Disability Partnership – Adult social care team that supports adults 19+ with learning disabilities.

Traineeship

A traineeship is an education and training programme with work experience that can help young people aged 16 – 24 become 'work ready'. They provide work preparation training, English, maths and work experience to help young person find an apprenticeship or employment.