

# The Language of SEN



**BFG Parent  
Partnership  
Service**

You may hear lots of abbreviations, terms and phrases used by educational staff and other professionals; if you do not understand them, don't be afraid to ask what they mean, the chances are that other people may not understand them either!

Here are some of the more commonly used ones explained:

## **Annual Review**

If a child/young person has a statement of special educational needs the local authority, and SCE in BFG, are required to review this at least every 12 months. The school will arrange a meeting to review the statement and have to invite parents, and any services who are involved, to contribute to, and attend the review. The focus of the annual review is to consider the progress made over the last twelve months in relation to the statement and consider whether there should be a recommendation to the local authority/SCE for any changes to be made to the statement.

## **ADHD**

Attention Deficit Hyperactivity Disorder

## **Appendix A**

The paperwork that parents are asked to complete when SCE is carrying out a statutory assessment of their child's special educational needs. If, at the end of the assessment, a statement of special educational needs is issued, the Appendix A will be attached to it along with all the other reports collected as part of the assessment.

## **ASD**

Autism Spectrum Disorder

## **BESD**

Behaviour, Emotional and Social Development – a category used by DCSF to describe children/young people whose behaviours impact on their ability to learn.

## **CAMHS**

Child and Adolescent Mental Health Service – this is a service provided by the health authority to work with children/young people with developmental disorders or mental health difficulties. The service is usually provided by a multi-disciplinary team which can include psychiatrists, clinical psychologists, specialist nurses, counsellors

## **Careers Service/Connexions**

The service that provides advice and information to all 13-19 year olds on courses, qualification requirements, training schemes etc. to help them prepare for transition to further education, work and adult life. Each secondary school in BFG has a Careers Service Personal Adviser based within the school.

## **CEAS**

Children's Education Advisory Service – provides information and support to Service families and eligible civilians on all aspects of the education of their children in the UK and overseas. If your child has special educational needs you may be required to register with CEAS so that on posting, arrangements can be made to determine that your child's needs can be met.

## **CoP**

Code of Practice (SEN) - a guide for all schools, settings, SCE and other agencies about the identification of children with special educational needs and the help that can be given. All services have to have regard to the Code when making arrangements for children with special educational needs.

## **DCSF**

Department for Children, Schools and Families – the government department that is responsible for education and training and improving outcomes for all children/young people.

## **DDA**

Disability Discrimination Act – Under the DDA it is unlawful for schools, higher and further education establishments to treat students less favourably for a reason related to their disability or to fail to make reasonable adjustments to prevent students being placed at a substantial disadvantage. This applies to current and prospective students. The DDA is statute in England, Wales and Scotland but not in BFG although services will work within the spirit of the Act.

**Disability** – having a disability is not necessarily the same as having special educational needs (see definition later in this section). The DDA defines ‘disabled’ as someone who has a physical or mental impairment that has a substantial and long-term effect on his/her ability to carry out normal day to day activities (eating, washing, walking and going shopping). Some children/young people may have a disability but not have special educational needs and some others may have special educational needs but not have a disability.

### **Dyscalculia**

A condition that affects the ability to acquire arithmetical skills. Dyscalculic learners have difficulty understanding simple number concepts, learning number facts and procedures. It is similar to dyslexia but with numbers.

### **Dyslexia**

Means ‘difficulty with words’. Dyslexia is a specific learning difficulty which mainly affects the acquisition of reading, writing and spelling skills. It is likely to be present at birth and be a lifelong condition.

### **Dyspraxia**

An impairment or immaturity of the organisation of movement; this can sometimes be referred to as Clumsy Child Syndrome. Some children may have verbal dyspraxia where there are difficulties in making and coordinating the precise movements which are used in the production of spoken language although there is no damage to the muscles or nerves.

### **Early Years Action/School Action (EYA/SA)**

This is a term used to describe a stage within the special educational needs procedures. It is when a class or subject teacher identifies that a pupil has special educational needs and they provide interventions that are additional to or different from those provided as part of the school's differentiated curriculum. An Individual Education Plan (IEP) is usually drawn up which sets out targets for the child along with how these are to be achieved.

### **Early Years Action Plus/School Action Plus (EYAP/SAP or EY+/SA+)**

This is when a pupil is provided with additional advice and/or support from specialists outside of school so that alternative strategies that are additional to and different from those that have been provided at School Action are put in place. The school might contact the Educational Psychology Service, Inclusion Support and Development Team, Speech and Language Therapy Service etc. If your child is moved to this stage this should happen through a review at School Action to which parents should be invited. A new IEP should be written which incorporates the new strategies being used.

## **EYFS**

Early Years Foundation Stage – a play based curriculum that builds a coherent and flexible approach to care and learning for young children up to the end of their Reception year (age 5). All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident that their child will receive a quality experience that supports their development and learning.

## **Early Years Settings**

All pre-school education provision such as nursery classes and schools, day nurseries, and pre-schools.

## **Educational Psychologist (EP)**

A qualified and experienced teacher who has undertaken further study focussing on how children learn. EPs are generally involved with children/young people with long-term needs and can also provide training to schools and other services. An EP may be asked to carry out some individual observations and/or assessments of your child to advise school staff on the teaching, learning and support techniques which will help them make progress. Parental consent is always required before involving an Educational Psychologist with an individual child/young person.

## **Graduated approach**

This recognises that children learn in different ways and can have different levels of special educational needs. It sets out a model to show how interventions and specialist support should build on each other according to the level of need of the child.

## **Homestart**

An organisation that offers the support of a trained volunteer to a parent/family who is experiencing difficulties and usually has a child under the age of 5.

## **IEP**

Individual Education Plan – a plan that sets out a child/young person's learning strengths and needs and ways identified to help them make progress. An IEP should be reviewed on a regular basis and shared with parents/carers.

## **ISDT**

Inclusion Support and Development Team – a team of teachers who visit SCE schools in Germany to provide additional support for children with special educational needs and training for school staff.

## **ISODET**

Isolated detachment – usually a small, remote MOD community e.g. Belize.

## **LA**

Local Authority – they are responsible for the policies and provision of education and care for all children/young people up to the age of 18/19. In BFG these educational responsibilities are carried out by Service Children's Education (SCE).

## **MLD**

Moderate Learning Difficulty

## **Named Officer**

The person named by SCE or the LA as the contact for parents regarding the arrangements for statutory assessment. When SCE or the LA issue a notice of proposal to assess your child they will give you the name and contact details of the Named Officer.

## **National Curriculum**

This sets out the statutory entitlement to learning for all pupils, showing what should be taught and setting attainment targets for learning. It also sets out how pupils' attainments will be assessed.

## **Note-in-Lieu**

A document that may be issued following a statutory assessment when SCE or the LA decide not to issue a statement. This means that SCE/LA think that your child's special educational needs are not severe enough to warrant a statement and can be met by the school from their existing resources. The Note-in-Lieu should set out your child's special educational needs, explain why SCE/LA does not think it is necessary to issue a statement, and make recommendations for appropriate provision for your child.

## **OFSTED**

Office for Standards in Education – a government department set up to be responsible for the inspection of all schools in England. OFSTED inspectors also visit and inspect the SCE schools.

## **P&FS**

Pupil & Family Services - they are one part of SCE and made up of professionals who are either educational psychologists, inclusion support teachers or education social workers. They work in a variety of ways to support children and young people

## **Portage**

Home based educational support for pre-school children with special educational needs.

## **PPS**

Parent Partnership Service - provides independent advice, information and support to parents/ carers of children/young people with special educational needs.

## **SCE**

Service Children's Education – oversees the education of UK service children abroad and takes on the educational responsibilities of a local authority in the UK.

## **SEAL**

Social and Emotional Aspects of Learning – a programme designed to develop children's social and emotional skills and promote positive behaviour, attendance, learning and wellbeing.

## **SENCO**

Special Educational Needs Co-ordinator – a member of staff in schools and settings who is responsible for coordinating the SEN provision. Every school and setting must have a SENCO and this is the person, after the classteacher, whom you should talk to if you have concerns about your child's special educational needs. Sometimes the SENCO is known as the INCO – Inclusion Co-ordinator.

## **SLD**

Severe Learning Difficulty

## **SpLD**

Specific Learning Difficulty

## **Statutory Assessment**

A very detailed assessment of a child's special educational needs. SCE is required to seek advice from parents, school, educational psychology service, social services, medical services, and any other service involved with your child when carrying out the assessment. All the advice/reports they receive will enable them to decide whether your child will need a statement of special educational needs.

## **Statement**

A statement of special educational needs is a document that may be issued following a statutory assessment by SCE and sets out a child's special educational needs and the extra or different help they should get. A statement has to be reviewed every year but will be in place until SCE (or the local authority in UK), feel it is no longer necessary and cease to maintain it.

## **TA**

Teaching Assistant – an assistant providing in-school support for children. This This can include general classroom work; specific work with a small group of children; or working with a group of children or a particular child with special educational needs. The TA works under the direction of the class teacher.

## **Transition Plan**

When a pupil has a statement of special educational needs there is a requirement for this to be reviewed on a yearly basis and this is known as the Annual Review. At the annual review after the pupil's 14<sup>th</sup> birthday, this is usually the Y9 annual review, a plan has to be drawn up which begins to look at planning for adult life after compulsory school leaving age (16). This is the transition plan and should draw together information from different people involved with the pupil, not just school staff. The Careers Service Personal Adviser should attend all Y9 annual reviews as they are key people in the implementation of the transition plan and will also provide information and advice on opportunities, further education courses and qualifications required. The Transition Plan should be reviewed at the annual review in Y10 and Y11 to ensure that everything is in place for when the pupil leaves school.