

Definitions and Key terms

Attention Deficit (Hyperactivity) Disorder (ADD/ADHD) is a lifelong neurodevelopmental difference which is characterised by hyperactivity, impulsivity and inattention

<https://adhdfoundation.org.uk/>

Autism (also Autistic Spectrum Condition or Disorder) Autism is a lifelong neurodevelopmental difference which affects how people communicate and interact with the world. One in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK. <https://www.autism.org.uk/advice-and-guidance/what-is-autism>

Child and Adolescent Mental Health Service (CAMHS) In Warwickshire these services are known as [CWRISE](#) (see below).

Child Looked After (CLA) A child who has been in the care of their local authority for more than 24 hours is known as a child looked after. Children looked after are also often referred to as children in care, a term which many children and young people prefer.

Each UK nation has a slightly different definition of a looked after child and follows its own legislation, policy and guidance. But in general, looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.

Disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities ([The Equality Act 2014](#)).

Cognition and Learning Needs Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) section 6.30

Communication and Interaction Needs Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their

lives. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) section 6.28

Children and young people with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Curriculum Broadly, curriculum refers to the knowledge and skills children and young people are expected to learn. This includes more than the academic curriculum.

CWRISE – Rise is a family of NHS-led services providing emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire. Rise aims to build resilience and empower children and young people (as well as the adults in their lives) to know where to go for help and advice. It's made up of a number of different services, each led by mental health specialists. These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill. <https://cwrise.com/>

Early Help Assessment (EHA) A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family. <https://www.warwickshire.gov.uk/children-families/early-help-warwickshire>

Educational Psychology Service (EPS) Educational Psychologists apply psychological knowledge and research to support young people with their learning, social and emotional development. They provide support by working with young people, school staff and parents to refine educational provision using a problem-solving framework and the graduated approach. In Warwickshire schools access this service through a subscription.

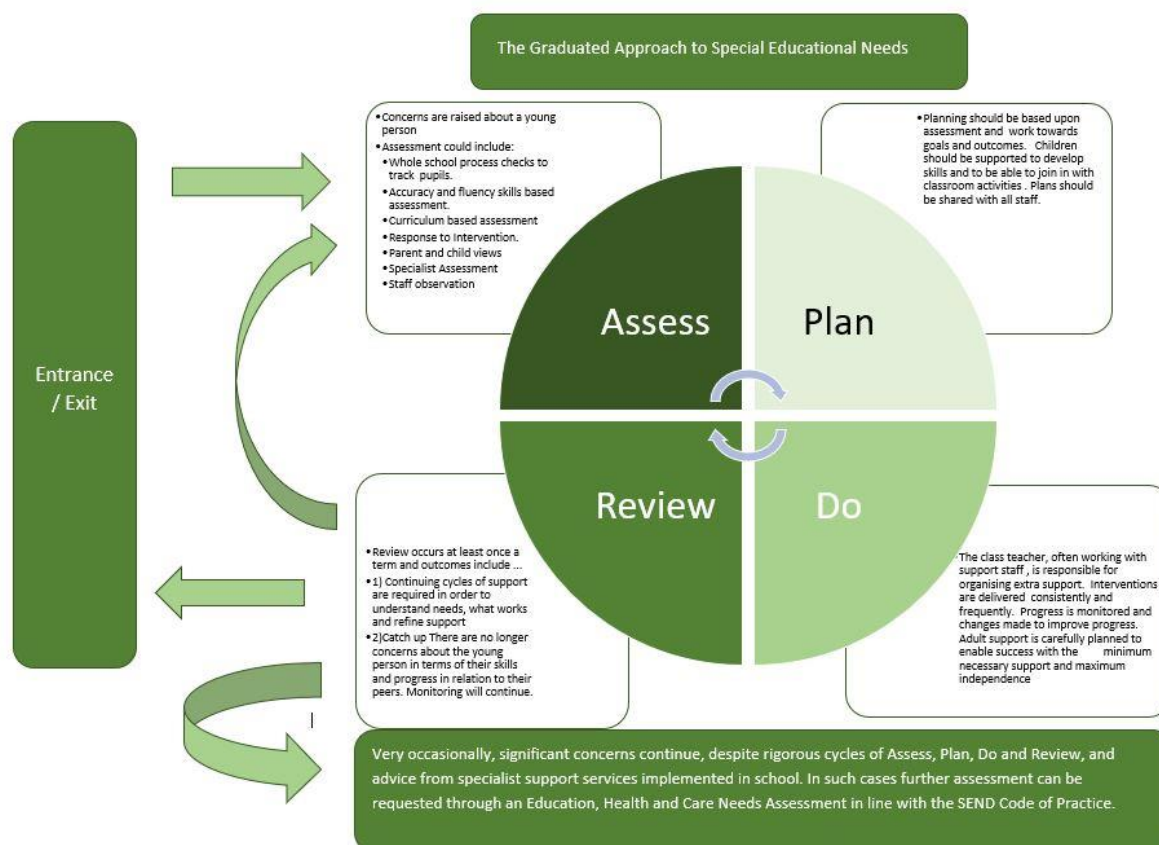
Education, Health and Care Needs Assessment (EHCNA) is an assessment carried out by the local authority to decide if it is necessary to make provision in an Education Health and Care Plan (EHCP). An EHCNA can be requested by parents of a child or young person aged 0-25, a young person aged between 16 and 25, or a person acting on behalf of a school or post 16 institution. The LA will decide if the EHCNA is necessary. The whole process takes 20 weeks. This process *may* result in an Education Health and Care Plan being issued. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Education, Health and Care Plan (EHCP) details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHCNA of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Ethnic Minority and Traveller Achievement Service (EMTAS) help meet the needs of all pupils from the Gypsy, Roma and Traveller (GRT) community, and pupils with English as an Additional Language (EAL). These needs are not viewed as SEND but this group may also have additional SEND.

Flexible Learning Team (FLT) provide education for young people who are unable to access their school due to medical needs <https://www.warwickshire-flt.org.uk/index.shtml>

Graduated Approach A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing through the Assess, Plan, Do, Review cycle.



Integrated Disability Service (IDS) is a partnership, bringing together professionals from education and health to provide a range of services to support disabled children and young people and their families at home, school and in other settings. One contact opens the door to a range of different teams including the:

- Child Development Service providing a co-ordinated, multi-agency assessment and follow up services to pre-school children with complex needs.
- Birth to Three Portage Service providing home-based teaching for babies and very young children up to the age of three.
- Pre-School Service, who support children in mainstream Early Years' Settings across Warwickshire.
- SEN Childcare Service, who support the inclusion of children and young people with SEN and disabilities up to the age of 18 in a range of childcare settings.
- Physical Disability Team, which includes Occupational Therapy and Specialist Teachers and an Inclusion Assistant, who provide advice and support to ensure that children achieve the greatest possible independence both at home and school.

- Hearing and Complex Team, which is made up of staff who work with children with Severe and Complex Needs in mainstream schools and children with hearing Loss.
- Volunteer Team, who work alongside other IDS teams, providing extra support to children, young people and families.

Individual Support Plans / Individual Education Plans. Other terms are in use. Records of the plan agreed for children with SEND at review meetings held as part of the Graduated Approach. See for example <https://www.suffolklearning.co.uk/early-years/inclusion/individual-education-plan-iep/individual-education-plan-iep>

Mental Health is defined as ‘a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.’ <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

Meta-cognitive strategies: Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. <https://www.gov.uk/national-curriculum>

Neurodevelopmental Assessment Services: This service offers assessment of children with suspected Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD). These fall under CWRISE services. <https://cwrise.com/neurodevelopment-service/>

Nurture Groups are classes of between six and 12 children or young people in early years, primary or secondary settings supported by the whole staff **group** and parents. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. <https://www.nurtureuk.org/what-we-do/introducing-nurtureuk>

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty’s Inspectors (HMI) form its professional arm. <https://www.gov.uk/government/organisations/ofsted>

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. This is overseen by an education advisor from the Virtual School. If a looked after child has an EHC

plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan <https://www.warwickshire.gov.uk/school-attendance-exclusions/warwickshire-virtual-school/6>

Provision maps are an efficient way of showing *all of the provision* that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of [provision mapping](#) can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Pupil passports and [One page profiles](#) are brief and usually include:

- Information about the young person and a photograph
- A description of the young person in their own words (I would like you to know that...)
- More information in the young person's own words to inform teachers and others who work with them (This means that...)
 - Key areas that are difficult for the young person, (I find it difficult to...)
 - Practical strategies and tips for staff (It would help me if you could...)
 - Agreed strategies and practical solutions for the pupil (I will help myself by...)
- Any additional support the young person receives, for example teaching assistant support
 - Access arrangements such as extra time, a reader/scribe

Quality First Teaching The SEND Code of Practice 2014 (6.37) makes it clear that teachers are responsible for the progress and development of all the young people in their class – and that high quality teaching, differentiated for individuals, is the first step in responding to the young person's needs.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Special Education Needs and Disability Assessment and Review service (SENDAR)

This service arranges assessment, provision and review of young people with SEND whose needs cannot be met from the resources available in their local school.

SEND code of practice: explains the duties of LAs, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act

2014. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SENDIAS : Information, Advice and Support Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Information, Advice and Support Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them. <https://www.kids.org.uk/warwickshire-sendias-front-page>

Sensory and /or physical needs Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) section 6.34

SEN Support This is support for Special Educational Needs which is provided within school resources as part of a Graduated Approach. An EHCP may be needed if the young person needs more support than their school provides from their existing resources. See

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) section 6.44

Social, Emotional and Mental Health (SEMH) - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) section 6.32

Special Educational Needs and Disabilities (SEND) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age . 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 the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-Ordinator (SENCO) – A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

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 SEN or disabilities to access the National Curriculum at school or to study at college.

Specialist Support Services provide additional support to school staff, for example, the Educational Psychology Service (EPS), Specialist Teacher Service (STS), Ethnic Minority and Traveller Advice Service (EMTAS), and Integrated Disability Service (IDS). Some services are provided by the WCC at no cost whilst others offer a traded service to school who subscribe to the service. Some schools choose to purchase such services from private practitioners or to employ their own specialists.

Specialist Teacher Service (STS) is a traded service, schools/academies purchase an annual subscription. The Specialist Teaching Service (STS) is designed to help you maximise the achievement and wellbeing of pupils with social, emotional and mental health (SEMH), cognition and learning and communication and interaction needs. We work with SENDCOs to deliver positive outcomes for learners through evidenced interventions and direct support of pupils. Our service supports schools to build capacity and remove barriers to learning that can address schools' learning and behaviour needs in a single coherent way. <https://schools.warwickshire.gov.uk/core-statutory-services-education-provision/specialist-teaching-service-sts>

Virtual School a source of advice and information for parents and schools in order to promote the educational achievement of children previously looked after and living in Warwickshire. To achieve this, a team of experienced teachers work as Education Advisers under the leadership of the Virtual School Head. <https://www.warwickshire.gov.uk/virtualschool>

Vision Support Service The Vision Support Service provides support for children and young people with a visual impairment from birth to 19 years of age in a variety of educational settings. They provide support for babies within the home and work in nurseries and pre-school settings, mainstream and special schools. They support the Local Authority in carrying out its statutory functions and responsibilities in relation to children and young people with a visual impairment. <https://www.exhallgrange.co.uk/vision-support-service/>