

Key SEND terminology used in English schools

The following is a list of commonly used terms referring to Special Educational Needs and Disabilities [SEND] in England:

Annual Review:

A yearly meeting to review a child's Education Health & Care Plan [EHCP], assessing progress and determining any necessary changes.

Assessment:

The process of evaluating a child's needs, which may include educational, psychological, and health assessments.

Assess, Plan, Do, Review [APDR]:

APDR is a four-step cycle as part of a graduated response to meet the needs of children and young people with SEND.

Child and Adolescent Mental Health Services [CAMHS]:

CAMHS in England refers to the specialized services that provide mental health care and support to children and young people, typically aged 0-18.

Cognitive Ability Tests [CATs]:

CATs are a series of assessments designed to measure a student's cognitive abilities or potential. The tests typically assess areas such as verbal reasoning, quantitative reasoning, and non-verbal reasoning, which give an indication of how well a student might perform in different areas of learning. CATs are often used in secondary schools.

Department for Education [DfE]

The DfE in England is the government department responsible for overseeing and shaping education policy and services in England.

Early Help [EH]:

Early Help is an early intervention or preventative service in England. It helps children, young people, and families when they first experience challenges. The main aim of Early Help is to help families reach their full potential and prevent problems from escalating. Early Help is a voluntary process and often incorporates a multi-agency response.

EHCP (Education, Health and Care Plan):

A legal document that outlines a child's special educational needs and the support they require. Only when a child has an EHCP can they be considered for specialist provision.

English as an additional Language Coordinator [EALCO]:

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EALCOs are responsible for the day-to-day operation of a school's English as an additional language policy. They work with parents, staff and other professionals to ensure a child's EAL needs are met.

Inclusion:

The practice of ensuring that all children, including those with SEND, are fully integrated into mainstream education.

Individual Education Plan [IEP]:

A plan created by the teacher that outlines targets and tailored support to address a child's SEND needs within the mainstream classroom.

Intervention:

Specific, targeted strategies or programs implemented to help a child overcome their difficulties, such as speech therapy or additional literacy support.

Local Authority (LA):

The local council responsible for education, including the assessment and provision for children with SEND.

Multi-disciplinary Team / Multi-agency Support:

A group of professionals from different fields (e.g. education, health, social services) who collaborate to support a child's needs.

Office for Standards in Education [OFSTED]:

OFSTED is the government department that inspects and regulates services that provide education and care for children and young people.

Personalised Learning:

Tailoring education to meet the individual needs of a child, often used in the context of children with SEND.

Quality First Teaching [QFT]:

QFT is a teaching style that aims to provide high-quality, inclusive education for all learners in a classroom. QFT is based on the idea that every student should have a personalised learning experience.

Provision:

The resources and support provided to meet a child's special educational needs, including teaching strategies, adaptations, and interventions.

Reasonable Adjustments:

Changes or adaptations made by schools to ensure that children with SEND can access the curriculum and participate fully.

Speech and Language Therapy [SaLT]:

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Speech and Language Therapy services assess, support and develop each pupil's functional interaction, communication, speech and language skills.

SEN [Special Educational Needs]:

Refers to children who have learning difficulties or disabilities that make it harder for them to learn than other children.

SEND [Special Educational Needs and Disabilities]:

A broader term that includes both educational needs and disabilities affecting a child's ability to participate fully in education.

SEN Support:

The provision made by schools for children with special educational needs without an EHCP.

Senior Leadership Team [SLT]:

A group of school leaders who are responsible for the day-to-day management and direction of a school. SLTs are responsible for developing educational policies and resources, evaluating educational programs, and monitoring teaching and learning.

Special Educational Needs & Disability Coordinator [SENDCO or SENCO]:

SENCOs are responsible for the day-to-day operation of a school's SEND policy. They work with parents, staff and other professionals to ensure special needs provision are met.

Special School:

A special school provides education and support for children and young people with complex SEND needs. These schools have specialist facilities, adapted curriculums, and staff with specific knowledge of supporting SEND. Some special schools are **generic**, meaning they cater for a wide range of needs. Others specialise in one area e.g. Autism.

Specialist Resourced Provision [SRP]:

Specialist resourced provision [SRP] is a program that allows children with special educational needs and an EHCP to attend mainstream schools while receiving additional support.

Strengths & Difficulties Questionnaire [SDQ]:

The SDQ is used to assess children's mental health. It can be completed by children and young people themselves, by their parents or by their teachers. It can be used for various purposes, including clinical assessment, evaluation of outcomes, research and screening. The SDQ is available in over 80 different languages.

Teaching Assistant [TA]:

TAs support teachers and learners in a variety of ways. For example; helping teachers maintain a positive classroom atmosphere, provide one-to-one support to

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those that need extra help, preparing materials and supporting monitoring and recording children's progress.

Transition Plan:

A plan developed to support a child as they move from one educational phase to another e.g. from primary to secondary school.