

Abbreviations Check List A-Z

A

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AR (annual review)	AR (annual review) – under the Children and Families Act 2014, local authorities must carry out a review of every EHC plan at least once every 12 months
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder

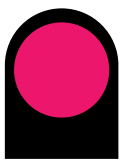
C

CAMHS	Child and Adolescent Mental Health Service
CCP	Consultant Community Paediatrician
C&I	Communication and Interaction
C&L	Cognition and Learning
CODE OF PRACTICE (CoP & SENDCOP)	the SEN Code of Practice is a guide for Local Education Authorities, parents and schools about how help should be given to children with Special Educational Needs. Local Education Authorities and schools must have regard to the code
CP	Cerebral Palsy or Child Protection
CYP	Children and Young People

D

DBS	Disclosure and Barring Service
DfE	Department for Education
DLA	Disability Living Allowance – any award is based on the child's care needs, not diagnosis



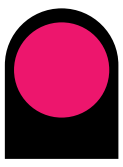


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E

EBD	Emotional and Behavioural Difficulties – emotional and/or behavioural problems that interfere with the child’s education
EH	Early Help
EHC needs assessment (EHCNA)	Local authorities must carry out an 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/she may need in order to learn.
EHCP	Education Health and Care plan – an EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs
EOTAS	Education Other Than At School – arrangements that the local education authority makes to educate pupils other than in a school setting. EOTAS also includes children who are educated at home when parents arrange the education
EP	Educational Psychologist – a qualified professional who has had training in psychology to understand more about the ways children learn, think and behave. The Educational Psychologist plays an important role in assessing a child’s special education needs and giving advice to schools. Local education authorities usually employ educational psychologists





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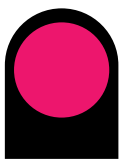
E cont.

- EPS Educational Psychology Service – the Educational Psychology Service provides assessment, advice and support to help children and young people from the age of 0 to 19, who are experiencing difficulty with their learning, development, behaviour or social and emotional wellbeing
- ES Early Support
- ESCO Early Support Care Co-ordination
- EWO Education Welfare Officer – EWOs work by inviting schools to discuss children whose irregular attendance is causing concern. They then make contact with parents either by telephone, letter or home visit. Education welfare officers will always work with parents and schools to try to bring about improvements in the level of attendance and also the child's wellbeing at school
- EWS Education Welfare Service – the Education Welfare Service supports schools and families to meet the LA's statutory requirements in promoting high levels of attendance and reducing unauthorised absence. The service does this by establishing and maintaining a good working relationship with schools and with families
- EY Early Years
- EYFS Early Years Foundation Stage

F

- FAS Fetal Alcohol Syndrome
- FACT First Assess Communication Tool
- FSM Free School Meals
- FSW Family Support Worker





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G

GRADUATED APPROACH

The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of 'assess, plan, do, review'

GLD

Global Learning Delay

H

HI

Hearing Impairment

HV

Health Visitor

I

ICT

Information and Communications Technology

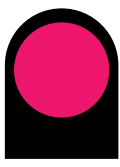
IEP

Individual Education Plan – details of the additional help your child will receive, the targets set and the arrangements for reviewing progress. It is a working document for all teaching staff recording key short-term targets and strategies for an individual pupil. IEPs should be discussed with parents and the child and they should be consulted as part of the review process. IEPs will usually be written for children who have support through Early Years Action, Early Years Action Plus, School Action, School Action Plus and Statements

INCLUSION

Educating children with special educational needs together with children without special educational needs in mainstream schools wherever possible and ensuring children with special educational needs engage in the activities of the school together with children who do not have special educational needs





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I cont.

INDEPENDENT SCHOOL

A school, which is neither funded by the LA, nor is it a voluntary aided school. Charitable trusts and organisations, particularly those catering for special

IRP

Independent Review Panel

K

Key Stage 1 (KS1)

The level of the National Curriculum taught to children in Reception to Year 2 (age 4-7)

Key Stage 2 (KS2)

The level of the National Curriculum taught to children in years 3 to 6 (age 7-11).

Key Stage 3 (KS3)

The level of the National Curriculum taught to children in years 7 to 9 (age 11-14).

Key Stage 4 (KS4)

The level of the National Curriculum taught to children in years and 11 (age 14-16).

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.

L

LA

Local Authority

LAC

Looked After Children (now Children in Care)

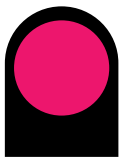
LDD

Learning difficulties and disabilities

LSA

A person employed by the school to provide support in the classroom or undertake specific work with a child or group of children who have learning difficulties. They work under the direction of the class teacher





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M

MLD Moderate Learning Difficulties

N

NTI Neurotypical

NBP Needs Based Plan

NOA Notice of Amends (following an EHCP review)

O

ODD Oppositional Defiant Disorder

OfSTED Office for Standards in Education

OT Occupational Therapist – a person trained to provide assessment, treatment and rehabilitation for children with physical difficulties. They are able to give schools advice on programmes of support, and to advise on suitable equipment and the provision of other facilities.

P

PAEDIATRICIAN A doctor specialising in the needs of babies and children

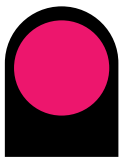
PDA Pathological Demand Avoidance

PLP Personal Learning Plan

PSA Parent Support Advisor – the role of the PSA is to enhance children's achievement in school by working in partnership with families, parents and carers. The PSA will help pupils in a school context to enable them to have full access to educational opportunities and overcome barriers to learning and participation by working directly with parents

PSHE Personal, Social and Health Education





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PRU	Pupil Referral Unit – a centre for pupils who are permanently excluded from school. Some PRUs are able to support schools with preventative work.
PR	Parental Responsibility
PP	Pupil Premium
PIP	Personal Independent Payment

R

REASONABLE ADJUSTMENTS

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)

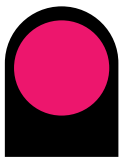
RTA	Refusal To Assess - After EHCP application
RTI	Refusal To Issue - After initial assessment

S

SALT Speech and Language Therapist or Therapy – this is a Health Care provision. The role and aim of which is to enable adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

SENCO Special Educational Needs Coordinator – a SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO





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S&L Speech and Language

SC Social Care

SEN Special Educational Needs

SEND CODE OF PRACTICE

This is statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health & social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities

SENDIST

Special Educational Needs and Disability Tribunal – an independent body established under the 1996 Education Act that hears appeals by parents against LA decisions on assessments and statements. Parents can lodge an appeal against a school if there is an issue around fixed term exclusions, or if the child's parent/carer feel their child has been discriminated against because of their disability. The tribunal's decision will be binding on both parties to the appeal.

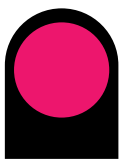
SEN INFORMATION REPORT

All schools must publish, on their websites, information about their policy and arrangements for supporting children with SEN. This must be kept up to date

SEN SUPPORT

Any help for children and young people with SEN 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





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SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service (not independent service - free service LA's have to provide)
SEMHD	Social, Emotional and Mental Health Difficulties
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	School Leadership Team
SMO	School Medical Officer – a doctor who makes sure your child's health is not stopping him/her from learning. The Medical Officer may do regular check-ups on your child if s/he has a physical, sensory or medical problem
SMT	Senior Management Team
SM	Selective Mutism (formerly known as elective mutism)
S&PN	Sensory and/or Physical Needs
SpLD	Specific Learning Difficulty
SPDs	Sensory Processing Difficulties
START	Statutory Assessment Resources Team
SW	Social Worker

T

TA	Teaching Assistant
TAC	Team Around the Child
TAF	Team Around the Family

V

VI	Visual Impairment
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Y

YOS	Youth Offending Service
YP	Young People

• These are the most common acronyms but do please be aware different organisations will sometimes use different ones

