

**'Understanding Send' Glossary of terms**

<b>Term</b>	<b>Description</b>
<b>SEND</b>	<b>Special Educational Needs and/or Disabilities</b>
ASD/C	Autistic Spectrum Disorder/Condition: people with autism may find it difficult to understand social behaviour, think and behave flexibly, understand and use verbal and non verbal communication. Various levels of ability.  Cross-reference (X-ref) with SLCN/ADD/ADHD/Sensory needs.
APDR	Assess Plan Do Review - a cycle of action for children/young people with SEND within an educational setting.
Asperger's Syndrome	An autistic spectrum disorder occurring in more able children with relatively well-developed language skills. May display lack of coordination. X-ref with SLCN
ADD	Attention Deficit Disorder: problems establishing and maintaining attention with a consequent impact upon learning and behaviour.  Could have very slow movement and thought processes. Language development may be delayed. Many features of other needs (such as dyspraxia and autism) can also be associated with ADD.
ADHD	Attention Deficit Hyperactivity Disorder: problems establishing and maintaining attention with a consequent impact upon learning and behaviour. Could move around and fidget a lot. Language development may be delayed. Many features of other needs (such as dyspraxia and autism) can also be associated with ADHD.
CAMHS	Child and Adolescent Mental Health Services.
Code of Practice	An obligatory guide to schools, Local Authorities, Health and Social Services about their responsibilities around children with SEN.
Differentiation	Ways in which the curriculum and teaching are adapted to meet a range of needs.
Disapplication	A formal procedure which removes the requirement to follow part or all of the National Curriculum.
Dysarthria	Slurred speech due to poorly coordinated speech.
Dyscalculia	Difficulties understanding simple number concepts. Can be frequently associated with comprehension difficulties. X ref SpLD
Dyslexia	Marked and persistent difficulties in (phonological) reading, writing and spelling despite making progress in other areas. X ref SpLD
Dyspraxia	Often appearing "clumsy"- may have poor balance and coordination. May have immature articulation and late developing language and can be linked to many other areas of needs such as ADD/ADHD. X ref SpLD.
Developmental Co-ordination Disorder (DCD)	A severe form of dyspraxia. More commonly diagnosed now instead of dyspraxia. Normally accompanied by a range of traits on the spectrum.
EAL	English as an additional language.
EHC or EHCP	Education, health and care plan. Statutory document- replaces the statement of educational need from September 2014.
EP	Educational Psychologist.

EMP	Enhanced Mainstream Provision – a provision which mainstream schools can offer in a specific area of need. Pupils who access this must be at SEN Support level, but do not need an EHC Plan.
HI	Hearing impairment – ranges between mild hearing loss to profound deafness.
LAC	Looked After Child – in the care of the Local Authority.
Local Offer	The Local Offer is a guide to the services in each local authority that shows what is available for children and young people with special educational needs (SEN) and disabilities aged from birth to 25. In County Durham this can be found on the Families Information Service (FIS) website: <a href="http://www.countydurhamfamilies.info">www.countydurhamfamilies.info</a>
LSA (or TA)	Learning Support Assistant. (also called Teaching Assistant)
MLD	Moderate Learning Difficulty – pupils attain significantly below the expected levels and need additional educational provision to access curriculum particularly with regard to literacy, numeracy and speech and language acquisition. Low levels of concentration and self esteem. IQ is normally in range of 50-70s. (x-ref with SLD). Can also be called GLD (General)
MSI	Multi-Sensory Impairment – combination of visual and hearing difficulties. May also have additional difficulties. Requires teaching approaches that utilise residual hearing and vision, together with their other senses. May need alternative means of communication.
OT	Occupational Therapist – advises on aids and adaptations as well as sensory needs.
PD	Physical Disability. Wide range of physical disabilities and pupils cover the whole ability range. If resources are in place, the pupil may not need additional support to access curriculum. There are a number of medical conditions which can impact on mobility including cerebral palsy, epilepsy, muscular dystrophy, heart disease, spina bifida....some pupils have additional sensory impairments, neurological problems or learning difficulties.
Phonological Delay	Difficulty acquiring the sound system of a language. X-ref with dyslexia.
Physiotherapist	Works with children who have physical and medical needs. Provides advice to parents and schools.
PMLD	Profound and Multiple Learning Difficulties: pupils have complex learning needs. In addition to very severe learning difficulties, the pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a very high level of adult support both for learning needs and personal care. The curriculum needs to be broken down into very small steps. Communication may be from eye pointing, gesture or symbols. The pupils will be working below Level 1 of the National Curriculum for most of their school career.
Provision Map	Used to cover a group's needs (particularly in secondary schools), rather than an individual support plan.
QFT	Quality First Teaching.
SALT	Speech and Language Therapy/Therapist.
SENDIASS	Special Educational Needs and/or Disabilities Information Advice and Support Service.
SEN Support	A specific level of support in an educational setting, but not with an EHC plan. Replaced School Action (SA) and School Action Plus (SA+) in 2014. See Support Plan.
Selective Mutism	A psychological problem where children avoid speaking in certain

	situations as a result of extreme anxiety.
Sensory needs	A child that is hyper-sensitive <i>or</i> completely un-sensitive to sound, sight, smell, taste, touch and movement. Can be linked to autism.
SEN(D)CO	Special Educational Needs (and Disabilities) Coordinator: has responsibility for coordinating the SEN provision within the school.
SLCN	Speech, Language and Communication Needs. Speech is normally associated with stammering. Language is normally linked to learning difficulties and processing time. Communication is usually linked to autism.
SLD	Severe Learning Difficulty: pupils have significant intellectual or cognitive impairments. Has a major effect on their ability to participate in the school curriculum without support. May have difficulties in mobility and coordination, communication, perception and the development of self-help skills. Will need support in all areas of the curriculum. Will require teaching of independence and life skills. Some may use signing and symbols. IQ at <50 (x-ref with MLD)
SEMH	Social, emotional and mental health. (Replaced 'BESD' – Behaviour, Emotional and Social needs in September 2014)
SpLD	Specific Learning Difficulty: a learning difficulty that manifests in specific areas including reading, writing and movement. It covers dyscalculia, dyslexia, dyspraxia and any other specific difficulty such as working memory.
Support Plan	For children at K (SEN Support stage) on the SEN register. (Replaced IEP in Sept 2014) See SEN Support.
VI	Visual impairment – ranging from profound to lower level.

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