

Glossary of Terms

Term	Abbreviation	Brief definition
A		
Academies		State-funded schools in England directly funded by the Department for Education. They have greater freedom from the Local Authority (LA) and around the delivery of the curriculum. They also have the ability to change the lengths of the terms and the school day. They are required to follow the law and guidance on admissions, special educational needs and exclusions as if they were a LA maintained school.
Access to Work		An Access to Work grant from the Department for Work and Pensions helps to pay for practical support for young people and adults who have a disability, health or mental health condition so they can start work, stay in work or start their own business. It can pay for things like special equipment, fares to work if public transport is not practical, a support worker or coach in the workplace or a communicator at a job interview.
Accommodated		Child Looked After by the LA by agreement with the parent. The importance is that the LA does not acquire parental responsibility.
Admissions (state funded schools including Academies)		The LA Service that manages the placement of children into schools. The Local Authority's (LA's) admissions booklets can be found at: http://www.doncaster.gov.uk/services/schools/school-admissions or by contacting the Service on 01302 736000.
Annual Review	AR	Statutory review of a Statement of SEN or Education Health Care (EHC) Plan reviewed at least annually.
Attention Deficit Hyperactivity Disorder	ADHD	This is a complex ADD condition including hyperactivity which affects a person's behaviour and attention. It requires a medical diagnosis and in the most severe cases can result in the person being prescribed medication.
Augmentative and Alternative Communication	AAC	Methods used to enhance or replace speech or writing for people with difficulties in the production or comprehension of spoken or written language.
Autism Social	ASCETS	The LA's Service supporting schools and

Communication Education Training Service		families where a child has a diagnosis of ASD. The Service sits within the Educational Psychology Service (EPS).
Autism Spectrum Disorder/ Autism Spectrum Condition/ Asperger's Syndrome	ASD/ ASC	Autism is a broad spectrum that affects a person's ability to socialise, communicate and demonstrate imaginative thought. People with Asperger's are often quite articulate and usually demonstrate average to above average intelligence.
B		
British Sign Language	BSL	A recognised visual system of communication for people who are deaf or have a hearing impairment
C		
Care Order		An order of the court placing a child in the care of an LA.
Care Plan		A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. If a child is Looked After ((LAC) by the LA the care plan may include the Personal Education Plan (PEP).
Child and Adolescent Mental Health Service	CAMHS	This service assesses and treats 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.
Children and Families Act 2014	CFA	This law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special education needs and disability. The Act is supported by the SEND regulations 2014 and the 2015 SEND Code of Practice: 0-25 Years. You can download a copy of the Act at http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted .
Children's Centres		These provide a one stop resource for young families, offering help and advice on everything from childcare to getting back to work.
Children with Disabilities Team	CWDT	The Children with Disabilities Team includes Social workers, Occupational Therapists and short break workers who provide a service to severely disabled children (learning and physical disabilities) and children substantially or permanently affected by illness, injury or congenital condition.

Children and Young People	CYP	Under the Children and Families Act 2014, the definition of a child is up to the end of compulsory schooling – the last Friday in June of Year 11. Children and young people are together defined as those aged up to nineteen years, with an upper age of twenty-five years for those young people with any kind of disability.
Children and Young People's Service	CYPS	
Clinical Commissioning Group	CCG	NHS Doncaster Clinical Commissioning Group (CCG) comprises 43 member practices who have delegated responsibility for running the organisation to a governing body, which is responsible for commissioning healthcare services in Doncaster. The CCG has responsibility for purchasing and structuring healthcare services for patients in Doncaster and its aim is to provide the best possible care.
Common Assessment Framework now called an Early Help Assessment	CAF	A process for gathering and recording information in a standard format about a child for whom a practitioner has concerns. It identifies the needs of the child and how these can be met. Now called an Early Help Assessment
Compulsory school age		A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year. After this date, a child is known as a 'young person'.
Continuing Health Care	CHC	NHS Continuing Care is support provided for children and young people under 18 who need a tailored package of care because of their disability, an accident or illness. In Doncaster there are joint packages of health and care support through CHC and Short Breaks
D		
Department for Education	DfE	The Department for Education is responsible for education and children's services in England. The DfE works to achieve a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances.
Designated Medical Officer	DMO	The Designated Medical Officer (DMO) is a non-statutory role providing the point of contact for local authorities, a wide range of educational

		<p>institutions, the Clinical Commissioning Group and other health colleagues seeking health advice on children and young people who may have SEN or disabilities. The DMO can support schools with their duties under the 'Supporting Pupils with Medical Conditions' guidance. The DMO would not routinely be involved in assessments or planning for individuals, except in the course of their usual clinical practice, but would be responsible for ensuring that assessment, planning and health support is carried out.</p> <p>In Doncaster the DMO role is fulfilled by:</p> <p>Dr Bhupen Singh, community consultant paediatrician, Doncaster and Bassetlaw Hospitals</p>
Direct Payments	DP	<p>A payment made directly to a parent or young person to purchase specific services. A Direct Payment may be made as part of a Personal Budget if this is specified in an EHC Plan. Direct payments can only be used for provision provided on the school or college premises if the school or college agree.</p>
Disabled Students Allowance	DSA	<p>An allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.</p>
Disagreement Resolution and Mediation		<p>Essential Mediation is a statutory service commissioned by the LA to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has a Statement or EHC plan or not. It also includes health and social care in relation to EHC assessments and plans.</p>
Disclosure and Barring Service	DBS	<p>A national service that helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children</p>
Doncaster Parent Voice	DPV	<p>A Parent/ Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children</p>

		and families.
E		
Early Help Assessment:		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.
Early Years Foundation Stage	EYFS	The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year (FS2).
Education, Health and Care plan	EHCP	An EHC plan 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 (LA) after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
Educated Other Than at School	EOTAS	The EOTAS Service provides education for excluded young people at all Key Stages, and others who may be out of school for a variety of reasons including medical and complex mental health needs and those who are young parents.
Educational Psychologist	EP	Every education setting has a named EP to provide consultation advice and support.
Educational Psychology Service	EPS	The Educational Psychology Service is a team of educational psychologists who work with schools and parents/carers to promote the educational, personal and social development of children and young people.
Education Welfare Service/ Officer	EWS/ EWO	LA Service including Children Missing from Education (CME) and children whose parents have elected to home educate (EHE). EHE is sometimes called educated other than at school.
Elective Home Education	EHE	Parents have the right to educate their child at home, even if the child has SEND. If a child is on roll at a special school the LA must agree to this before a child can be taken off the school's roll.
English as an Additional Language	EAL	Children whose first language is not English. Difficulties related solely to learning English as an additional language are not SEN
Equality Act 2010		This Act sets out how public bodies, including education settings and LAs must meet the duties around all aspects of equality including disability, gender, race and sexual orientation
Ethnic Minority	EMTAS	EMTAS provides support for children with EAL,

Traveller Achievement Service		refugee, asylum seeker and traveller children. It supports raising the attainment of ethnic minority children
F		
First Tier Tribunal (SEN and disability)	SENDIST	An independent body for determining appeals by parents against local authority decisions on Statements of SEN and EHC needs assessments and plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.
Foundation Stage	FS, FS1 and FS2	FS1 (Nursery) is pre-school education and FS2 (Reception) is the start of full time compulsory education
Free School Meals	FSM	All children in KS1 (Reception, Year 1 and Year 2) are entitled to a free school meal. Other children under the compulsory school age who are in full time education may also be able to get FSM if their parents are in receipt of certain benefits.
Further education college	FE	A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.
G		
Governing Body	GB	The governors, with the Headteacher or Principal, have overall responsibility for a school. They work for the school unpaid.
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.
H		
Healthy Child Programme		This covers pregnancy and the first five years of a child's life, focusing on a universal preventative service that provides families with a programme of screening, immunisation, health and development reviews, supplemented by advice around health, wellbeing and parenting.
Higher Education	HE	Higher Education follows on from FE at college. Young people in HE (University) are not eligible for an EHCP.
Hearing Impairment	HI	A hearing loss which prevents a person from receiving sound through the ear. Aids and

		adaptations are assessed by specialist medical and educational services including the Doncaster Royal Infirmary and the LA's Service for children with a Sensory Impairment.
Higher Level Teaching Assistant	HLTA	A member of the school support staff who is trained and assessed as meeting national standards. They are able to plan and deliver teaching and assess children's learning, for example when a teacher is absent from the classroom.
I		
Independent and non- maintained special schools	INMSS	The DfE maintains a list of approved INMSS: https://www.gov.uk/government/publications/section-41-secretary-of-state-approved-list/independent-special-institutions-with-secretary-of-state-approval
Independent Reviewing Officer	IRO	Independent Reviewing Officers (IROs) make an important contribution to the goal of significantly improving outcomes for looked after children. Their primary focus is to quality assure the care planning process for each child, and to ensure that his or her current wishes and feelings are given full consideration.
Independent Supporters	IS	A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the LA and will receive training, including legal training, to enable him or her to provide this support. In Doncaster there are 3 sources: Core Assists, Doncaster Parent Voice and SAIDSEND.
K		
Key Stages	KS	KS1: Reception, Y1 and Y2 KS2: Years 3 to 6 KS3: Years 7 to 9 KS4: Years 10 and 11 KS5: Post 16 Years 12 and 13 (3 special schools in Doncaster also have a Year 14 group)
L		

Learning Mentor	LM	Learning Mentors (LMs) work with children who need help with overcoming difficulties that are getting in their way of learning.
Learning Support Assistant	LSA	A trained and supervised adult providing additional support for children and teachers
Local Authority	LA	The LA is responsible for specific public services within the local council. Doncaster LA is located at Civic Building, Waterdale, Doncaster DN1 3BU. Children's Social Care is managed separately through the Children's Trust
Local Offer	LO	LAs in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. LAs must consult locally on what provision the Local Offer should contain.
Looked After Child	LAC	The term 'looked after' refers to children who are under 18 and have been provided with care and accommodation by children's services. Often this will be with foster carers, but some looked after children might stay in a children's home or boarding school, or with another adult known to the parents and children's services.
M		
Moderate Learning Difficulties	MLD	The majority of children with MLD are educated in mainstream schools, with provision made for additional help and support appropriate to their needs. Children with Moderate Learning Difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
O		
Occupational Therapist	OT	OTs are a health service provision. They create individual treatment programmes to help children with physical, social or mental difficulties to carry out their daily tasks with more confidence and independence
P		
Parent Support Advisor	PSA	Employed by settings to support parents a Parent Support Advisor (PSA) is there to help,

		support and advice parents and carers who have worries or concerns about their children.
Personal Budget	PB	A Personal Budget is an amount of money identified by the LA to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the LA, school, college or other organisation or individual and used to commission the support specified in the EHC plan.
Personal Education Plan	PEP	An element of a Care Plan maintained by an LA in respect of a LAC, which sets out the education needs of the child. If a LAC has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the PEP.
Physiotherapist	PT	A physio is part of health provision and helps people with physical difficulties and devise treatment programmes to improve aspects such as mobility, movement, function and use of specialist equipment
Picture Exchange Communication System	PECS	A method of teaching children with autism how to communicate their understanding, want and need.
Profound and Multiple Learning Difficulties	PMLD	Profound and multiple learning disabilities are commonly associated with pronounced Developmental Delay with significant physical and sensory impairments and Epilepsy. Most people with profound and multiple disabilities will have physical disabilities and will be unable to walk and have to use a wheelchair. They may have hearing and sight problems. They will communicate non-verbally, that is, they will not speak or if they do, will use only a few words. Some may use signs and symbols or look and point to what they want.
Pupil Referral Unit	PRU	Any school established and maintained by an LA which is specially organised to provide education for children who would otherwise not receive suitable education because of illness, exclusion or any other reason.
R		
Reasonable Adjustments		Reasonable adjustments are 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)
Resourced provision		Doncaster has two resource provisions attached to mainstream schools designated for children with a hearing Impairment: Plover (primary) and Danum (secondary).
S		
SEN Support		<p>SEN support includes 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. SEN support is now the only non-statutory stage of SEN. Early Years Action/Action Plus and School Action/Action Plus are no longer in place.</p> <p>An SEN Support Plan is at an earlier stage of the graduated approach and is written by schools in conjunction with families and other practitioners who may be involved.</p>
SEND Code of Practice	SEND COP	This is the statutory guidance that tells LAs, early years settings, schools, colleges, health and 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.
Severe Learning Difficulties	SLD	A child who has little or no speech, finds it very difficult to learn new skills, needs support with daily activities including personal care and keeping safe, have difficulties with social skills and need life-long adult support
Short Breaks		Short Breaks Regulations 2011 are based around giving the parent/ carer a break from their caring responsibilities. The break could also be a good experience for the child. For example helping them to build upon their social skills.
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. 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 and Disability Services	SEND	HI VI EPS ASCETS Pre School Inclusion Portage CWDT SEN Assessment Oaklands Short Break Provision
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.
Special 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 head teacher 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 child minders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
Special schools		A school which is specifically organised to make special educational provision for children with SEN. Doncaster LA maintains 5 special schools.
Specific learning difficulties	SPLD	Specific learning difficulties (SpLD) is a category in the SEND Code of Practice. It affects one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia (literacy development), dyspraxia (motor co-ordination), dyscalculia (maths)
Specific Measurable Achievable realistic and Time Bound	SMART	Long term, medium term and short term SMART outcomes or targets should be developed with the family using person centred approaches. They should be individual to the child or young person and be reviewed at least termly

Speech Language and Communication needs	SLCN	Difficulties with receptive (understanding) and expressive (speaking) language.
Speech and language therapy Speech and language therapist	SALT SALTs	Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults 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. Speech and language provision should normally be recorded as special educational provision unless there are exceptional reasons for not doing so.
Support Advice and Information Doncaster Special Educational Needs and Disabilities	SAIDSEND	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.
Statement of SEN		The Children and Families Act 2014 replaces Statements of SEN with EHC plans. Children and young people who already have a Statement will gradually transfer to the new system. This is led by the LA and Doncaster has published its transition plan to explain how and when this will happen.
Statutory EHC needs assessment		Where a significant cause for concern has been raised, a request for a statutory assessment may be made by the parent or the school to the LA. The assessment will consider the child's individual SEN and wider needs and desired outcomes in order to provide, if necessary, specialist educational provision.
T		
Teaching assistant	TA	A trained and supervised adult providing

		additional support for children and teachers.
Transfer Review		A transfer review replaces the annual review in the academic year that the child or young person transfers to the new SEND EHC system. A transfer review involves an EHC needs assessment to decide what outcomes and provision need to be included in the EHC plan. This should include education, health and social care needs. Parents/ carers and the child/young person must be invited to a meeting as part of the transfer review. A transfer review ends when the LA issues a final EHCP or when it informs parents/ carers or the young person that an EHC plan will not be issued.
V		
Visual Impairment	VI	Children with a visual impairment

References: Local Offer