

School SEND Glossary

Learning Support / SEN - Towards a Common Language & Understanding in Schools

1) Identifiable Types of Difficulties / Areas of Need

With persistent additional needs, the following terms, definitions and codes for identifiable types of learning difficulties, conditions and disability are used – these are drawn from guidance. These labels are only assigned following assessment by an Educational Psychologist, Specialist Teacher, Medical Professional or other suitably qualified professional.

1.1 Learning & Cognition

Acronym	Name	Brief Description
Specific Learning Difficulties - SPLD		<p>Pupils with specific learning difficulties have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.</p> <p>Pupils should only be recorded as SPLD if their difficulties are significant and persistent, despite appropriate learning opportunities.</p>
	Dyscalculia	<p>A specific learning difficulty typically presenting itself in one or more of the main areas of Math / numeracy – namely use of symbols, acquiring arithmetical skills particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed.</p>

	Dyslexia	A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Students will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a
	Dyspraxia	A specific learning difficulty based around the brain’s transmission of signals that control gross and fine motor skills - typically affecting planning of movements and co-ordination. Can also impact on language development.
	Irlen Syndrome	A specific learning difficulty – commonly linked with Dyslexic Tendencies - that affects the way the brain processes visual information. This typically presents itself as an inability to read fluently and with ease, sensitivity to light and sensitivity to colour combinations (varying according to each individual).
MLD	Moderate Learning Difficulties	<p>Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum (3+ years below standard progress), despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.</p> <p>Pupils 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.</p>

SLD	Severe Learning Difficulties	<p>Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers, operating below the National Curriculum.</p>
PMLD	Profound and Multiple Learning Difficulty (PMLD)	<p>Pupils with profound and multiple learning difficulties have complex learning needs. In addition to severe learning difficulty (as described above), pupils have other significant difficulties including physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers, operating significantly below the National Curriculum.</p>

1.2 Speech and Communication

Acronym	Name	Brief Description
SLCN	Speech, Language and Communication Needs	<p>Pupils with speech, language and communication needs cover the whole ability range.</p> <p>Pupils with speech, language and communication needs may have difficulty in understanding and making others understand information conveyed through spoken language.</p> <p>Their acquisition of speech and / or their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with speech difficulties may experience problems in articulation and the production of speech sounds. They may have a severe stammer. Pupils with language impairments find it hard to understand and / or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.</p> <p>Pupils whose first language is not English should only be recorded as SLCN if they also have a special educational need in this area.</p> <p>Pupils with a diagnosis of Autism, where additional educational arrangements are being made to support them, should be recorded as ASD and not SLCN.</p>

ASD	Autistic Spectrum Disorder	<p>Pupils should only be recorded as ASD if they have a diagnosis and where additional educational arrangements are being made to support them.</p> <p>If a pupil is undergoing or awaiting assessment (and where additional educational arrangements are being made to support them) record their need as SCLN.</p> <p>Pupils with autism can find it difficult to:</p> <ul style="list-style-type: none">• understand and use non-verbal and verbal communication• understand social behaviour - which affects their ability to interact with children and adults• Think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities. <p>Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.</p> <p>Pupils with autism may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.</p> <p>Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.</p>
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		<p>Some pupils with autism have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns. Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.</p>
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1.3 Social, Emotional & Mental Health

Acronym	Name	Brief Description
ADHD	ADHD / Attention Deficit Hyperactivity Disorder	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity.
ADD	ADD / Attention Deficit Disorder	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming / procrastination and slower thinking through of concepts, questions etc.
Att	Attachment Disorder	A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood.
ODD	Oppositional Defiant Disorder	A psychological condition presenting itself as an ongoing pattern of disobedient, hostile, defiant and deliberately subversive behaviour toward authority figures / systems of authority which goes beyond the bounds of normal childhood behaviour. Often linked with ADHD and can develop into other more severe conditions such as Conduct Disorder.

1.4 Physical/Sensory Needs

Acronym	Name	Brief Description
HI	Hearing Impairment	Difficulties based around fully or partially reduced functioning in one or both ear's ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors, loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear.
PD	Physical Difficulty	Difficulties based around a full or partially reduced muscular- skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury.
VI	Visual Impairment	Difficulties based around fully or partially reduced functioning in one or both eye's ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye.
MSI	Multi-sensory Impairment	<p>Pupils should only be recorded as MSI if their sensory impairment is their greatest need.</p> <p>Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.</p> <p>Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.</p>

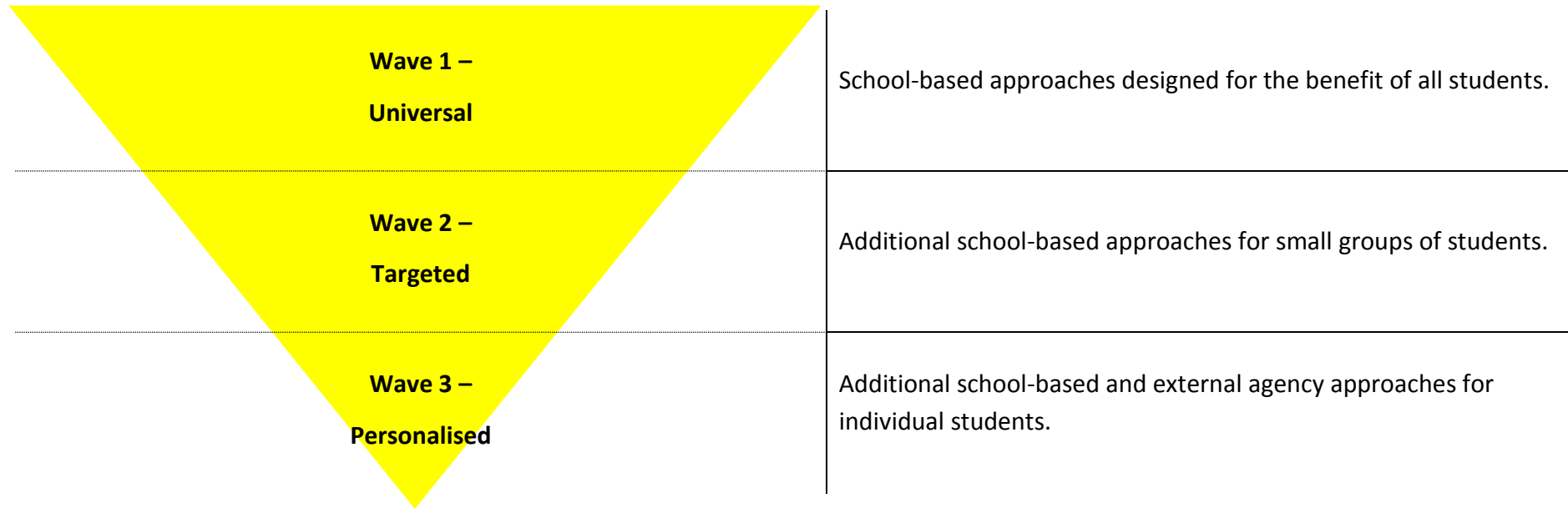
	<p>Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multisensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.</p>
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2) Levels of Response

In line with the SEN Code of Practice, schools are to provide graduated responses to additional needs within the student population. These are briefly described below:

Type	Description
Monitoring	Students who are viewed to be at substantial risk of not making adequate progress – but are currently making adequate progress through universal / Wave 1 responses and are reported to have no immediate foreseeable difficulties– are placed in the ‘Monitoring’ category
Wave 2	Students who are not making adequate progress but with a mix of Wave 1 and Wave 2 responses are expected to narrow the gap are placed in the ‘School Action’ category.
SEN Support	Students who are not making adequate progress despite receiving targeted / incidental support and access to interventions through School Action – but through Wave 2 and Wave 3 responses are expected to narrow the gap between their academic performance and peers within approximately six further academic terms.
Referred for a Statement of SEN	Students at ‘SEN Support Level’ who through agreement of parent/carer, leadership team and external agencies (including specialists) are referred for Statutory Assessment with a view to acquiring a Statement of Special Educational Needs – this process can take up to three academic terms to complete and during this time, School Action Plus classification and measures continue to apply.
Educational Health Care Plan (EHCP)	Students who have an active EHCP of Special Educational Needs outlining statutory action to be implemented by the school and external agencies will be placed in this category.

The graduated response detailed above broadly mirrors the model outlined below. Therefore, sometimes these terms are used interchangeably.



2) Common SEN Terms – Acronyms

The terms below are commonly used when talking about Learning Support / SEN provision in schools. The terms have a wide scope in meaning

and interpretation, and are often used interchangeably. However, there are some distinctions and a need for accuracy - particularly in formal recording / reporting and day-to-day liaison work with parents, colleagues and other parties not necessarily as knowledgeable in this area.

Acronym	Name	Brief Description
ADHD	Attention deficit (hyperactivity) disorder.	A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.
AN	Additional Needs	The main term used within the school for needs presented by students that cannot be met by universal / Wave 1 approaches.
AR	Annual Review	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in early years.
AS	Asperger's Syndrome	A developmental disorder related to autism.
ASD	Autistic Spectrum Disorder	A condition that affects social interaction, communication, interests and behaviour.

BDA	British Dyslexia Association	<p>https://www.bdadyslexia.org.uk/</p> <p>The BDA is the voice of dyslexic people. We aim to influence government and other institutions to promote a dyslexia friendly society, that enables dyslexic people of all ages to reach their full potential.</p>
CAMHS	Child and Adolescent Mental Health Service	<p>https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/</p>
CD	Conduct disorder	A range of antisocial types of behaviour displayed in childhood or adolescence.
CDC	Child Development Centre	A child development centre (CDC) is an assessment and treatment centre where specialist help is available for children of all ages and families.
C.o.P.	SEND Code of Practice	A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs and Disabilities.
DC	Differentiated Curriculum	(Wave 1 &2) Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which best fits the learning styles of a particular child or group of children. This is what is meant by a differentiated curriculum.

DCD	Developmental Co-ordination Disorder	Developmental co-ordination disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination.
DCSF	Department for Children, Schools and Families	Government Department.
DEA	Disability and employment adviser	A Disability Employment Adviser (DEA) at your local Jobcentre can help you find a job or gain new skills and tell you about disability friendly employers in your area.
DLA	Disability Living Allowance	Disability Living Allowance (DLA) is money for people who have extra care needs or mobility needs (difficulty getting around) as a result of a disability
DLD	Developmental Language Disorders	Developmental Language Disorder (DLD) is a term that is used to describe difficulties with learning and using language.
DSA	Disabled students' allowance	Disabled Students' Allowances (DSAs) are grants to help with any extra essential costs you may have as a direct result of your disability.
EAL	English as an Additional Language	Referring to students who were born in Britain for whom English is not the first language as home and for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over).
EHCA	Education, Health & Care assessment	A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an EHC Plan.

EHCP	Education, Health & Care Plan	An EHC Plan will replace current Statements of SEN and Learning Difficulty Assessments. The plan will be a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. Government has stated that the Plan must be person centred, focusing on the needs and aspirations of the child. EHC Plans will continue into further education and training, and for some young people up to the age of 25. If a child/young person has a health or social care need only, they will not get an Education, Health & Care Plan unless these needs impact on their education.
EP	Educational Psychologist	Educational psychologists support children and young people from birth to 25 years old through the application of psychological theory and research in order to promote their emotional and social wellbeing.
EYFS	Early Years Foundation Stage	The new regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0–5).
EYFSP	Early Years Foundation Stage Profile	Each child's level of development is recorded against the assessment scales in the EYFSP at the end of the term when the child reaches five years old. The EYFSP is designed to ensure that every child leaves the EYFS with their strengths acknowledged and celebrated, their learning and development needs identified, and plans made for the next steps in their learning.
IS	Inclusion statement	A statutory statement in the national curriculum to provide effective learning opportunities for all pupils through the school curriculum. Teachers can modify (as necessary) the national curriculum programmes of study to set suitable learning challenges, respond to pupils' diverse learning needs, and address potential barriers to learning and assessment for individuals and groups of pupils.

KS	Key stages	The four stages of pupils' progress in acquiring knowledge and skills as set out in the national curriculum. Pupils are tested at the end of each stage: Key Stage 1, where the majority of pupils are aged 5 to 7; Key Stage 2, where the majority of pupils are aged 7 to 11; Key Stage 3, where the majority of children are aged 11 to 14; and Key Stage 4, where the majority of pupils are aged 14 to 16. There are statutory assessment arrangements at the end of Key Stages 1, 2, and 3.
LA	Local Authority	Local Authority.
LP	Learning Plan	This document gives details of the extra support given and sets targets for a child who is at Wave 3 level.
Med	Medical Needs	Refers specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum.
OCD	Obsessive Compulsive Disorder	A disorder that affects people of all ages and walks of life, and occurs when a person gets caught in a cycle of obsessions and compulsions.
ODD	Oppositional Defiant Disorder	A disruptive behaviour disorder in children and teenagers characterized by patterns of unruly and argumentative behaviour and hostile attitudes toward authority figures.
OFSTED	Office for Standards in Education	Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.

OT	Occupational Therapist	Occupational therapists work with adults and children of all ages with a wide range of conditions.
PATOSS		Professional Association of Teachers of Students with Specific Learning Difficulties.
PB	Personal Budget	All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority. Parents or young people will be given a choice of whether they want to take control of the personal budget by an agency managing the funds on their behalf or by receiving direct payments, where they can purchase and manage the provision themselves. Under current proposals, only where an Education, Health and Care Plan is in place will a parent or young person be able to have a personal budget. A personal budget can be requested by a parent or a young person over 16 once the local authority has agreed it will issue an Education, Health and Care Plan or during the annual review process.
PECS	Picture Exchange Communication System	The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures.
PRU	Pupil referral unit	An establishment maintained by an LA which is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school, and is not a community or special school.

SaLT	Speech and Language Therapist	Speech and language therapists (SLTs) provide life-improving treatment, support and care for children and adults who have difficulties with communication.
SATs	Statutory national tasks or tests	Set by the National Assessment Agency (NAA) and taken by pupils at the end of Key Stage 2.
SEMH	Social, Emotional and Mental Health	A range of difficulties typically presenting as exceptional limitations in an ability to recognise and manage emotions linked in with a persistent inability to engage constructively in a variety of social situations / experiences etc.
SEN	Special Educational Needs	A sub-section of Additional Needs referring primarily to the needs presented by students who have a Statement of SEN. Often abbreviated as SEN or 'Special Needs'.
SEN Support	Special Educational Needs Support	(Wave 3) When a child or young person has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four-part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
SEND	Special Educational Needs & Disability	Special Educational Need & Disability code of practice: 0-25
SENDCO	Special Educational Needs Coordinator	The teacher responsible for Special Educational Needs provision within a school.

SLCN	Speech, Language and Communication Needs	A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language for socially and learning.
SMART Targets	Specific, Measurable, Achievable, Relevant, Time-bound	This means that the goal/targets set for a child are: Specific (detailed method/approach to task); Measurable (evidence possible); Achievable (fair in relation to the child's ability); Relevant/Realistic (importance in child's needs); Time-bound (set a time limit for re-assessment).
SNA	Special Needs Assistant	Non-teaching support staff who work with children with an EHCP.
SpLD	Specific Learning Difficulties	A term that refers to a difference or difficulty with particular aspects of learning.
TA	Teaching Assistant	Non-teaching support staff who work with children with special educational needs in or outside the classroom.

Additional Terms

Name	Brief Description
Access Arrangements	Additional support for students sitting exams / controlled assessments.
Additional Needs Register	A document holding information on all students identified as having additional needs.
Common Assessment Framework	An assessment process, through completion of a CAF form, used by the school when referring
Concentration	Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.
Emotional	Showing awareness of own feelings and that of others, managing feelings, confidence etc.
Exams	Ability to prepare for and sit an exam without close adult support.
Extended Writing	Ability to write a correctly punctuated paragraph or more with ease and fluency.
Handwriting	Ability to write legibly, with ease and at a pace equivalent to peers.
Homework/Coursework	Ability to study independently, to produce work to deadlines etc.
In-class Support	Strategies and additional staffing put in place to ensure the inclusion and achievement of a student or group of students in the mainstream classroom.
Internal Report	A report completed by teachers / support staff to inform an Annual Review.

Intervention	Small group or individual programmes of study for students with identified additional needs.
Liaison	Any work undertaken that involves communication and collaboration with parents/carers, colleagues and external agencies to ensure the inclusion and achievement of a student or group of students with additional needs.
Monitoring Form	A snapshot report completed by a student's subject teachers then collated by Learning Support to build up a full picture of a student's support needs.
Numeracy/Maths	Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.
Organisational Skills	Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.
Personal Educational Plan (PEP)	A document to plan and record actions being undertaken to ensure the well-being and progress of students registered as 'Child in Care' / 'Looked-after Child'.
Physical/Hearing/Visual	Ability to access all activities despite physical, hearing or visual difficulty etc.
Reading	Ability to read a paragraph or more with ease and fluency.
Social	Forming and maintaining positive relationships, conforming to social norms etc.
Speech and Language	Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.

Spelling	Ability to consistently spell common words and make a good attempt at unfamiliar words.
Standardised Test	A test of intelligence or skill area measured against established norms / averages for that age group. A standardised test will typically lead to a 'standardised score', 'age equivalent score' and a 'percentile rank' which can inform psychological / diagnostic reports.
Statutory Assessment	Assessment of a student's needs undertaken by the school, educational psychologist and Local Authority to determine whether a Statement of SEN Is required.

