



SEND at Knowle CE Primary Academy

Terminology Glossary



A	
Annual Review	Under the Children and Families Act 2014 Local Authorities must carry out a review of every Education Health and Care plan at least once every 12 months
Area of need	Area of Need is the name for the four broad categories used to describe a child's SEND. They are <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health • Sensory and physical
C	
Children and Adolescent Mental Health Service (CAMHS)	CAMHS assess and treats children and young people with emotional, behavioural or mental health difficulties. https://www.bsmhft.nhs.uk/our-services/solar-youth-services/
Children and Families Act 2014	The Children and Families Act 2014 became law on 1st September 2014. Part 3 of the Act sets out the new law on SEND. The Act is supported by the SEND Code of Practice: 0-25 Years.
Educational Psychology Service (EP = Educational Psychologist)	This service supports schools, parents and the LA in meeting the learning needs of all pupils, but particularly those who have special educational needs. Educational psychologists assess how children develop and learn. https://www.solihull.gov.uk/Children-and-family-support/localoffer/Community-Educational-Psychology-Service
D	
Differentiated Curriculum	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 make a selection which best fits the learning styles of a particular child or group of children.
E	
Early Help	Early Help is the name of an assessment and offer of support of a family to help identify needs and offer intervention at an early stage.



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Education Health and Care Needs Assessment (EHCNA)	The initial assessment carried out by the Local Authority, for deciding whether a child or young person needs an EHC plan.
Education Health and Care plan (EHC plan)	<p>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.</p> <p>https://www.solihull.gov.uk/children-and-family-support/localoffer/EHCplans</p>
G	
Graduated approach / response	<p>The SEND Code of Practice states that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:</p> <p>Assess Plan Do Review</p>
H	
High Needs Funding and High Needs Top-Up Funding	<p>High needs funding is the funding that LA use to pay for special school places.</p> <p>High needs top-up funding is additional funding paid directly by the LA for some high needs pupils.</p>
High Quality Teaching	<p>'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' SEND Code of Practice</p> <p>High-quality teaching is about the day-to-day interactions that take place in the classroom and the different approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more.</p>
I	
Individual Education Plan (IEP)	A document that schools can use to outline and monitor the support they provide to a child or young person. It is a non-statutory document meaning that schools can choose if and how they use it.



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Information, Advice and Support Service (IASS or SENDIAS)	<p>SENDIAS will provide information, advice and support to children and young people with SEN and their parents.</p> <p>They provide impartial advice 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, SENDIAS 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.</p> <p>https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/</p>
IPSEA	<p>Independent and Parental Special Education Advice service</p> <p>https://www.ipsea.org.uk</p>
L	
Local Offer	<p>The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities</p> <p>https://www.solihull.gov.uk/children-and-family-support/localoffer</p>
N	
Needs Based Plan	<p>This is used in school to identify a child's particular needs and how they are best supported in the classroom to ensure they thrive.</p> <p>The child does not require short term targets i.e. there needs will not be met by having a target that will be met over a short period of time.</p>
O	
Occupational Therapist	<p>Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.</p> <p>https://www.solihull.gov.uk/adult-social-care/Occupational-therapy-assessment</p>



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Outcome	Outcomes describe the difference that will be made to a child or young person as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).
P	
Parent Carer Forum	A Parent Carer Forum is a representative local 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 and families. https://spcv.org.uk/
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)
S	
SEND Code of Practice	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, 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. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Special Educational Needs and Disabilities (SEND)	Special educational needs often referred to as 'SEN' or 'SEND' (Special educational needs and disabilities), is a term used to describe learning difficulties or disabilities that make it harder for a child to learn compared to children of the same age
Special Educational Needs and Disabilities Coordinator (SENCo/SENDCo)	A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
SEND Information Report / SEND policy	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. At Knowle this is renewed annually in December.



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SEND support	When a child or young person has been identified as having special educational needs, schools take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support takes 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 needs to make good progress and secure good outcomes. This is known as the graduated approach.
SEND Team (Specialist Inclusion Support Service ~ SISS)	The SEND Team, which often have a name unique to the Local Authority, are the team responsible for the EHC assessments, plans, reviews and placements. https://www.solihull.gov.uk/Schools-and-learning/SISS
Statutory guidance	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.
T	
Targeted Provision	This is provision that is 'additional to and different from' that made for the majority of the children in school. It will be a specific SEN intervention programme that is known to be effective in school. It could also be a programme that has been shown to be effective through research. These children will be monitored and outcomes will be recorded termly.
Transition	Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.
U	
Universal Provision	Universal provision provides strategies and interventions to support all children including those identified with special educational needs and disabilities. It is the effective inclusion of all pupils in high quality daily differentiated lessons