

SEND Jargon Buster

ADD	Attention deficit disorder	A range of behavioural issues including poor concentration, low concentration span, poor working memory, daydreaming.
ADHD	Attention deficit hyperactive disorder	A range of behavioural issues including poor concentration, hyperactivity, low concentration span, poor working memory, daydreaming.
ASD	Autism Spectrum Disorders	Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Pupils may find it difficult to understand the social behaviour of others. They may be 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.
BST	Behaviour Outreach Team	Works closely with individual schools to identify, assess and support pupils with emotional, social and behavioural difficulties. Hindlip and Tibberton currently work with the BST at Perryfields PRU.
CAMHS	Child and Adolescent Mental Health Service	A specialist NHS service for children and young people with emotional, behavioural or mental health difficulties.
CP	Community Paediatrician	Doctor with special responsibility for the care of children. Children with ASD, ADHD or those that are showing associated behaviours may be referred to a CP
CCN	Complex Communication Difficulties/Autism Team	Supports pupils and students with complex communication difficulties, or an autism spectrum disorder, primarily in mainstream school environment.
	Differentiation	Refers to a wide variety of teaching techniques and lesson adaptations that teachers use to support the learning of a diverse group of pupils, with diverse learning needs, in the same learning environment.
	Dyscalculia	Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
	Dyslexia	Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.
	Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor

		balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.
EIFs	Early Intervention Family Support	Early Intervention Family Support Workers have a good understanding of child development, family life and parenting and they listen to parents and work with families to support them with parenting skills, managing behaviour and feelings.
EHCP	Education, Health, Care 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 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.
EWO	Education Welfare Officer	A designated person who liaises between education and social care departments. They monitor pupil attendance and may intervene to support families where appropriate.
EP	Educational Psychologist	Is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.
GA	Graduated Approach	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
GLD	Global learning delay	Usually diagnosed by a CP, and suggests that a child is slow in reaching milestones of development at an early age. Sometimes before school.
GR	Graduated Response	A model of action and intervention in nursery to help children who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. The higher the GR the more specialist expertise needed to ensure that the child is making progress and their needs are being met.
HI	Hearing Impairment/ Team	Supports families of all Worcestershire children with a hearing loss from the point of diagnosis, throughout pre-school, early education until the child has completed his/her education.
IEP	Individual Education Plan	A document to plan and record actions being undertaken to meet the additional needs of a pupil under 'Wave 3' of our Provision Map.
	Intervention	Small group or individual programmes of study for pupils with identified additional needs.

LST	Learning Support Team	Is an intervention service that helps schools to support pupils who have learning difficulties.
ODD	oppositional defiant disorder	is a childhood disorder that is defined by a pattern of hostile, disobedient, and defiant behaviours directed at adults or other authority figures. ODD is also characterised by children displaying angry and irritable moods, as well as argumentative and vindictive behaviours
OT	Occupational Therapists	Assess peoples' ability to engage in the daily activities and occupations that are important to them and assist them to achieve their personal goals and gain independence
PSP	Pastoral Support Plan	The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion.
SALT	Speech and Language Therapist	Speech and language therapists provide life-changing treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing. You'll help people who, for physical or psychological reasons, have problems speaking and communicating.
SEND	Special Educational Need or Disability	A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.
SENCo	special educational needs coordinator	A SENCo should ensure that all staff follow the school's SEN code of practice. This may involve identifying, assessing and planning for needs and developing support programmes to meet those needs and break down any barriers to learning.
SLCN	speech, language and communication needs	A child may have difficulty with only one speech, language or communication skill, or with several. Children may have difficulties with listening and understanding or with talking or both.
TA	Teaching assistant	TAs have two main roles: supporting children's learning, and supporting the main class teacher.
VI	Visually Impaired	Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.