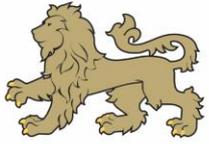


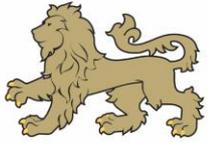
# Glossary of terms

Annual Review	A formal meeting held once a year to review the targets and provision set out in a child's Statement of SEN/EHCP. The parents, teachers and all specialist services involved with that child would be invited to attend and/or provide a report for the meeting. This is a legal requirement.
Assessment	Tests, both formal, paper based tests and informal, observation based tests. These could be the usual tests that are carried out by class teachers to assess their class' progress. They could be specialist tests to assess a specific area of a child's learning. These may be carried out by staff based in school or by specialist advisors.
Child and Adolescent Mental Health Service (CAMHS)	All children can suffer from anxiety, worries and emotional mood swings. If this is causing problems at home and school you can approach CAMHS for support. They can make assessments and offer support groups for both the child and their family. The service supports children up to the age of 18.
Differentiation	When planning lessons, teachers will plan different levels of work to suite different abilities. Tasks can be made easier to support children with low ability or harder to challenge children who find a subject easy. Different worksheets, books and resources might be routinely provided to help children be successful and complete tasks.
An Education, Health and Care Plan (EHC) Previously Statements of SEN	This is a legal document which puts in place and safeguards provision for children with the most severe or complex special educational needs. In light of the new Code of Practice, from September 2014, EHCs have replaced Statements of Special Educational Need.). Statements that have already been made will remain in place but will be converted into ECH Plans within the following three years.
Educational Psychologists (EP)	An Educational Psychologist is specially trained to assess a child who may be experiencing difficulties in school. In the case of children with the most complex needs who are failing to make progress, they might be called upon to investigate a child's strengths and weaknesses and advise teachers how best to support a child.



## Glossary of terms continued

Higher Level Teaching Assistant (HLTA)	An HLTA is an experienced Teaching Assistant who has undergone extra training so they can work with larger groups of children and even provide cover for teachers.
Occupational Therapist (OT)	An Occupational Therapist is a medical specialist who is able to devise exercise programmes to help pupils develop the physical skills they need in school. These could be gross motor skills such as developing the coordination needed for running, catching and balancing. They also work on fine motor skills needed to control a pencil or brush when writing, drawing or painting. They also provide or recommend equipment that will support a child in these areas.
Parent Partnership	Parent Partnership is an impartial service that supports parents through the special educational system.
Personal, Social and Health Education (PSHE)	This is an area of the National Curriculum which is taught to every pupil. It includes lessons on relationships, drugs, smoking, social and emotional literacy (SEAL) and e safety.
Personalised learning resources	These are resources such as worksheets and posters that have been made specifically for a pupil. They might include the use of larger fonts for a visually impaired child, translating into a child's home language for those who have English as a second language or extra picture cues or symbols to help with recording ideas.
Phonological awareness	This is the awareness of the sound system which our words are based on. In a child's early years this includes recognising the sounds people use when talking. As a child enters school this develops into recognising the letters that represent these sounds in the written word (phonics). Being able to recognise these sounds helps a child read and spell.
Provision	This is the service a school provides for a child. This can be the general provision as provided for all pupils but can also include small group and personalised (one to one) work.



## Glossary of terms continued

Safeguarding Lead/ Officer	Like all establishments who work with young children, schools have a legal requirement to make sure children are safe and are not at risk of neglect or abuse. The Safeguarding Lead / Officer for a school has responsibility for making sure the children in the care of the school are safe and involves agencies such as social care if there are concerns about neglect or abuse.
Head of Learning Support / SENCO	A Head of Learning Support /SENCO is a teacher who has gained further qualifications in the area of Special Educational Needs. A SENCO is able to advise teachers on ways to support pupils in their class. They also work alongside parents and other professionals to coordinate resources and staff to cater for the needs of children who have been identified as having special educational needs.
Special Educational Needs and Disability (SEND)	Special Educational Needs is a term used to describe a child's needs in school which are greater than those typical of a child of the same age. These can be but are not necessarily caused by a diagnosed disability.
Learning Support Plan (LSP)	An LSP is a document created by class teachers alongside pupils and parents to address a child's special educational needs. It sets out targets for a child to work on in class and identifies the staff and resources that are allocated to achieve these. This is reviewed on a termly basis.
Teaching Assistant (TA)	A Teaching Assistant is a member of staff employed to support a teacher and the children within their class. They work under the guidance of teachers. Some Teaching Assistants work with small groups whilst others work with a single child (often referred to as one to one or 1:1). Many TAs undertake additional training to develop their skills to support pupils.