



SEND Abbreviations/Glossary

AA – Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval (see Access Arrangements page).

ADD - Attention Deficit Disorder

Attention deficit disorder is a neurological disorder which causes a range of behavioural problems, such as following instructions, completing tasks, social interactions and focusing on schoolwork.

ADHD - Attention Deficit Hyperactivity Disorder.

Similar to ADD (and often used interchangeably), attention deficit hyperactivity disorder is a special educational need and medical condition. A child or young person with ADHD has differences in brain activity and development which affects their attention-span, ability to sit still, focus, self-control and they tend to move around more frequently.

APDR – Assess, Plan, Do, Review (The Graduated Approach)

A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN

ASD/C - Autistic Spectrum Disorder/Condition

Autistic spectrum disorder is a special educational need which impacts social communication, the flexibility of thought and social interaction.

APD - Auditory Processing Disorder

Auditory processing disorder is a disability which affects how the brain interprets sound, usually resulting in a child or young person having special educational needs.

AR – Annual Review

The Education, Health and Care Plan must be reviewed every 12 months to monitor progress towards outcomes, changing needs and provisions.

BDA – British Dyslexia Association

CAMHS - Child and Adolescent Mental Health Service

This is a specialist part of the NHS which provides assessment and treatment when children and young people have emotional, mental health or behavioural difficulties. CAMHS can often be very important when securing support for special educational needs and disabilities.

CFP – Children and Families Practice

Children and Families Practices offer Early Help services for families with additional or considerable needs.

C & I - Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (CoP, 6.28-9)

CoP – SEND Code of Practice 2015

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.

C & L - Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (CoP, 6.30-6.31)

CYP – child or young person

DfE – Department for Education

Central government department responsible for education.

EHCP - Education, Health and Care Plan

An EHC plan describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how it will help support the child or young person to reach their full potential.

EHCP Needs Assessment

Initial assessment carried out by the LA for deciding whether a child or young person needs an EHC Plan. This can be requested by parents, young people or schools.

EP - Educational Psychologist

An Educational Psychologist observes a child or young person in class and perhaps at play. They'll also look at classwork, talk to them and run tests to check their skills and intellectual development if a child isn't developing or learning as they should.

FACT - First Assess Communication Tool

An assessment tool used in Milton Keynes for children and young people with speech, language and communication needs (SLCN).

GDD – Global Developmental Delay

A condition that occurs between birth and the age of 18 which prevents a child from reaching key milestones of development such as learning to communicate, processing information, remembering things and organising their thoughts.

HI - Hearing Impairment

HI is a disability which affects how sound travels through the ear to the brain, commonly resulting in special educational needs.

JCQ – The Joint Council for Qualifications

The Joint Council for Qualifications is a membership organisation comprising the eight largest providers of qualifications in the UK. It produces the statutory guidelines for access arrangements.

LA – Local Authority

Statutory body responsible for implementing the SEND Code of Practice.

LD - Learning Difficulties

A learning disability is a reduced intellectual ability and difficulty with everyday activities –for example household tasks, socialising or managing money – which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.

MLD - Moderate Learning Difficulties

Moderate learning difficulties are challenges when accessing education and a form of special educational needs.

MSI - Multi-Sensory Impairment

Children and young people who have a multi-sensory impairment have both vision and hearing loss which impacts all areas of learning. Children and young people can also need extra support to learn to communicate and develop socially.

OCD - Obsessive Compulsive Disorder

OCD is a disorder which causes obsessive thoughts with associated behavioural difficulties. This can result in special educational needs which require additional support.

ODD - Oppositional Defiant Disorder

ODD is a disorder which causes a child or young person to respond negatively and uncooperatively, especially with figures of authority. Like OCD, ODD also often results in special educational needs.

OT - Occupational Therapist

An Occupational Therapist is a medical professional that assesses and treats physical and psychiatric conditions using activities to limit the impact of the disability and promote independence. They're often really important in assessing and supporting those with special educational needs.

PDA - Pathological Demand Avoidance

PDA is a disability linked to autism. It causes a child or young person to have anxiety when presented with a demand and requires more support.

PPP - Personal Provision Plan

A one page profile summarising a CYP's needs and strategies.

QFT – Quality First Teaching

High quality teaching, differentiated for individual pupils

SALT/SLT - Speech and Language Therapists

SALT or SLT assess and treat speech, language and communication problems in people of all ages so they can communicate better. They also work with those suffering from eating and swallowing problems and play an important role in assessing children and young people.

SEMH – Social, emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (CoP, 6.32)

SEN - Special Educational Needs

If a child or young person is struggling at school or college and they need extra support, they're likely to have special educational needs.

SEND - Special Educational Needs and Disability

A child or young person has special educational needs and disabilities if they're suffering from learning difficulties and/or a disability which means they need special health and education support.

SENCO - Special Educational Needs Coordinator

A SENCO is a staff member who's responsible for coordinating additional support for pupils with special educational needs and disabilities. Working with parents, teachers and other professionals, the SENCO is responsible for requesting the involvement of relevant services a child or young person might need.

SLCN - Speech, Language and Communication Needs

SLCN is an umbrella term which describes difficulties such as finding it difficult to listen, understand and communicate with others. As each child or young person has a unique combination of strengths, it means every child with SLCN is different.

SLD - Severe Learning Difficulties

Children and young people with severe learning difficulties are likely to find it difficult to understand, learn and remember new skills. Their intellectual and cognitive impairment, combined with possible sensory, physical, emotional and social difficulties, means it can be challenging for them to follow the curriculum without substantial support.

SpLD - Specific Learning Difficulty

SpLD is a term referring to a difference in difficulty with certain learning aspects. Some of the most common SpLDs are ADHD and dyslexia which is usually reflected in a child or young person's learning and day-to-day living.

S & P – Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. (CoP, 6.34) Sensory issues occur when a child has a difficult time receiving and responding to information from their senses. Children who have sensory issues may have an aversion to anything that triggers their senses, such as light, sound, touch, taste, or smell.

SPaG – spelling, punctuation and grammar

SSP – SEN Support Plan

A plan that records a child or young person's views, history, strengths and difficulties as well as parental views and APDR cycles.

SRT – Speech recognition technology

Speech recognition technology is a computer program that types words as you speak them into a microphone. This can be used by students who have a substantial and long-term difficulty with writing.

TA or HLTA - Teaching Assistant, Higher Level Teaching Assistant

A TA is a staff member who supports the class and teacher. A HLTA has additional responsibilities such as teaching small groups or individuals.

VI - Visually Impaired

Visual impairment is a disability relating to how visual signs are carried from the eye to the brain. A child or young person can require special educational needs because of this disability.

WP – word processor