

Glossary of SEND terms*

Annual review	The review of an EHC plan which the local authority must make as a minimum every 12 months
Area of Need	Area of Need is the name for the four broad categories used to describe a pupil's SEND. They are: <ul style="list-style-type: none"> - communication and interaction - cognition and learning - social, emotional and mental health - sensory and/or physical
CAMHS	Child and Adolescent Mental Health Services. Assess and treat children and young people with emotional, behavioural or mental health difficulties.
Cognitive Ability	Thinking and reasoning abilities. A term often used by psychologists instead of intelligence.
Comprehension	Understanding of spoken or written material or practical situations.
Expressive Language	How a child or young person expresses ideas, thoughts and feelings through speech.
Education, Health & Care assessment	An assessment which must take place before an EHCP is issued.
Education, Health & Care (EHC) Plan (EHCP)	A legal document which describes 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. 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.
EP	Educational Psychologists
Fine Motor Skills	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
Graduated approach:	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. Please see (link)
Governors	A school's governing body that oversees the workings of the school. It includes an SEN Governor and a Parent Governor.
Gross Motor Skills	Whole body actions for example, playing games, swimming or riding a bicycle
Intervention	An activity which targets an area of support for your child. It might be something they do independently, something they do 1:1 with an adult or in a small group.
Key Stage	A key stage is a stage of education. They are separated in age as follows:

*With thanks to Round Hays School <https://www.roundhayschool.org.uk/wp-content/uploads/2020/01/glossary-of-send-terms.pdf> and the SEND code of Practice

	<p>Foundation stage - reception</p> <p>Key Stage 1, 5-7 years old, school years 1 and 2</p> <p>Key Stage 2, 7-11 years old, school years 3 – 6</p> <p>Key Stage 3, 11 – 14 years old, school years 7 - 9</p> <p>Key Stage 4, 14 – 16 years old, school years 10 - 11</p> <p>Key Stage 5, 16 – 18 years old, school years 12 - 13</p>
My Plan	<p>This identifies a child's strengths, targets, actions and people involved.</p> <p>It is based on four areas: communication and interaction, cognition, social and emotional health and sensory and physical needs.</p>
Outside Agencies	<p>Speech and Language Therapists; Inclusion Support; Educational Psychologists; Occupational Therapists; Physiotherapists; Behaviour Support; Paediatricians</p>
OT	<p>Occupational Therapists</p>
Provision Map	<p>This is a school based document which show interventions, what we are doing, who is carrying out the intervention and when. It is monitored and tracked by the SENDCo</p>
Receptive Language	<p>The ability to understand what is being said.</p>
SalT/ SLT	<p>Speech and Language Therapist Assesses children's speech, language and communication needs.</p>
SEN Support	<p>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.</p>
SEND	<p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p>
SENDCO	<p>The teacher responsible for Special Educational Needs within a school.</p>
SEND Register	<p>This a formal record of the areas of SEND provision within school, and how those pupils are supported. It is used only as a monitoring tool</p>
Specific Learning Difficulties (SpLD)	<p>General learning abilities in the average range but difficulties in one or more particular areas of learning. Also known as Dyslexia, Dyscalculia.</p>