

ALN Jargon Buster

ADHD: 'Attention Deficit and Hyperactivity Disorder' - ADHD is a range of problem behaviours associated with difficulties with attention span, including restlessness and hyperactivity.

ALN: 'Additional Learning Needs'

Annual Review: the Review of a Statement of Special Educational Needs which a Local Authority (LA) must carry out within 12 months of making the Statement and then on an annual basis.

Annual Review Report: a written progress report completed by the school for an Annual or Transition Review meeting.

Annual Review Summary: a written report completed by the school recording all information and recommendations from the Annual Review meeting and sent to the LA for consideration by the Case Advisory Panel.

ASD – 'Autistic Spectrum Disorder' - the term used for a range of disorders affecting the development of social interaction, communication and imagination.

Behaviour Support Service: this service works with schools to support pupils with serious behaviour difficulties.

BESD: 'Behavioural, Emotional and/or Social Difficulties'.

CAF: 'Common Assessment Framework' - this is an assessment to get a complete picture of a child's additional needs at an early stage. It looks at all unmet needs and helps children to get access to the right service earlier.

CAMHS: 'Child and Adolescent Mental Health Service' - service to provide help, support and care for children and young people suffering from mental health problems.

Case Officer: a named officer of the LA who co-ordinates the Statutory Assessment process and the maintenance of statements. The Case Officer is the first point of contact in the LA to answer the questions and concerns parents may have about progress with a Statutory Assessment or their child's Statement.

Children's Centres:: Children's Centres are places where children under 5 years old and their families can receive seamless holistic integrated services and where they can access help from multi-disciplinary teams of professionals offering: full day care, early years education, child and family health services, including ante-natal services, parental outreach, family support services, child-minding support for children and parents with special needs, effective links to Job Centre Plus.

SEN Code of Practice: a Guide for parents, schools and LAs about the help they can give to children with Special Educational Needs. Schools, Local Authorities and Children's Social Services must have regard to the Code (i.e. they must not ignore it) when they work with a child with Special Educational Needs.

Careers Service: a service for all 13-19 year olds to help them prepare for the transition to work and adult life.

Core Assessment: If needed this is carried out by Social Work staff from Children's Social Care following an Initial Assessment. It is a detailed assessment to look at child/family needs – significant health needs, physical disability or behavioural problems requiring a number of different services. It must be completed within 35 working days.

DDA : 'Disability Discrimination Act (1995)' - the Disability Discrimination Act (DDA) aims to end the discrimination which many people with disabilities face.

Delegated Funding: all schools receive their funding from Central Government through the Local Authority according to a range of formulae, which are calculated according to the number and age range of each school's pupils.

Disagreement Resolution: LAs must provide arrangements to help prevent or resolve disagreements between parents whose children have SEN and the LA or school. Using this service does not affect parents' right to appeal to the SEN Tribunal.

Early Years Settings: all pre-school educational provision nursery classes and schools, day nurseries and preschools.

Early Years Action: when a child is identified with SEN, help is given that is additional to or different from the help most other children have an IPP or Play Plan will usually be drawn up.

Early Years Action Plus: this targeted help and planning includes input from the Area SENCO.

Educational Psychologist (Ed Psych) (EP): have a first degree in Psychology and a post graduate qualification in Educational Psychology. They are trained teachers with several years of experience. They offer specialist advice and support to pupils, schools, parents and other agencies. The service plays a major role in the Statutory Assessment process and may contribute to the transition Planning process and some Annual Reviews.

Education Welfare Officer (EWO): offers specialist support to parents and schools on pupil welfare and attendance. They work with other agencies to promote attendance and welfare. They have responsibility for ensuring attendance in school of children of statutory school age.

Equalities Act: The Equality Act became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

Equalities and Human Rights Commission: the Equality and Human Rights Commission (EHRC) is a non-departmental public body in Great Britain that was established by the Equality Act 2006 and came into being on 1 October 2007. The Commission has responsibility for the promotion and enforcement of equality and non-discrimination laws in England, Scotland and Wales. It took over the responsibilities of three former commissions: the Commission for Racial Equality, the Equal Opportunities Commission (which dealt with gender equality) and the Disability Rights Commission. It also has responsibility for other aspects of equality: age, sexual orientation and religion or belief. As a national human rights institution, it seeks to promote and protect human rights in Great Britain.

EOTAS: 'Education Other Than at School'.

Extended Schools: these schools provide a wide range of activities and services in partnership with a wide variety of organisations. These extended services will be shaped by the needs and demands of pupils, parents and wider community.

Families First: (FF): Families First is a Welsh Government programme which provides multi-agency systems and support for families

FE: 'Further Education'. (post 16)

Foundation Stage: this begins when children are born and lasts until the end of their Reception year.

Flying Start: A Welsh Government programme for families with children who are 0 - 3 years of age

Health Visitor: a qualified nurse employed by the Health Service who gives advice on general child health, particular health problems and has specific responsibility for monitoring a child's progress and advising parents when needed.

HI: 'Hearing Impairment' - pupils with a hearing impairment range from hearing loss to those who are profoundly deaf.

Hospital/Home Teaching Service: (see also Pupil Referral Unit). **IDP:** 'Individual Development Plan'.

IEP: 'Individual Education Plan' - a set of short-term learning targets set down for a child with special educational needs. This is usually put together by the SENCO and teachers, but parents and pupils should always be involved. An IEP should be reviewed at least twice a year, but a more frequent review is often appropriate.

Inclusion: educating children with special educational needs in mainstream (local) schools wherever possible.

Inclusion Support Service: works in schools to build capacity for including children with a range of special educational needs. Coordinators also give advice to schools about the inclusion of individual pupils with statements of SEN.

Inclusion Support Coordinator: a teacher with specialist knowledge and experience of an area of SEN. They support primary and secondary schools to develop inclusive practices and their ability to meet the needs of pupils with SEN. They provide specific advice for pupils with low incidence and complex needs.

Independent Parental Supporter (IPS): the IPS must be someone who can support parents, encouraging parental participation and helping the parent understand the SEN framework. Independent means someone who is independent of the decision making process that determines the type and level of support for a child with special educational needs. IPSs will often be someone from a voluntary organisation, a Parent Partnership Service, another parent or a friend.

IT / ICT: Information Technology (sometimes called information and communication technology)

Key Stages:

Foundation Stage:	(end of the Reception Year)	Birth-5 years
Key Stage 1:	Years 1-2	Ages 5-7
Key Stage 2:	Years 3-6	Ages 7-11
Key Stage 3:	Years 7-9	Ages 11-14
Key Stage 4:	Years 10-11	Ages 14-16

LA: 'Local Authority'

Lead Professional: one person who is responsible for helping the child and family through the system and to make sure they get the right services at the right time.

Learning Difficulties: a child has learning difficulties if they find it significantly harder to learn than most children of the same age.

Locality Teams: reorganisation of staff to carry out work in a multi-disciplinary way in specific geographic areas

LSA: 'Learning Support Assistant' (see also TA)

Mainstream school: an LA maintained school that is not a special school. Mainstream schools form the majority of schools and include Infant, Junior, Primary and Secondary schools.

Maintained school: a state school including community, foundation and voluntary schools as well as community special and foundation special schools.

MAP: 'Multi Agency Panel' - this considers cases referred by CAP where multi-agency provision or funding may be necessary, particularly when a residential placement may be considered.

Matrix Tariff: where a child has a Statement, additional funding may be given to a school to fund additional staffing/resources.

Mentor or Learning Mentor: an adult or older pupil who is linked with a child to provide support across a number of areas such as learning or behaviour.

MLD: stands for moderate learning difficulties

Monitoring: the ongoing assessment of work, progress, expenditure or achievement

Multi-disciplinary: involving professionals from a range of disciplines (usually Education, Social Care and Health)

Named LA Officer (see also Case Officer): the person from the LA who liaises with parents over all the arrangements relating to Statutory Assessment and making of the Statement.

National Curriculum: provides structured and assessed education through Key Stages

Note in Lieu: a note that may be issued to the child's parents and school when, following a Statutory Assessment, the LA decides not to make a Statement. The Note should describe the child's special educational needs, explain why the LA does not think it necessary to make a Statement and make recommendations about appropriate provision for the child. All the advice received during the assessment should be attached to the Note and sent to the parents and, with their consent, should also be sent to the child's school.

Occupational Therapist (OT): a professional employed by the Health Trust to work with the child, parents and teachers. Occupational Therapists use therapeutic techniques (advising on equipment and environmental adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

Paediatrician: a doctor specialising in the needs of babies and children.

Parent Partnership Services: provide information and support to parents of children with SEN to help parents to play a more active and informed role in their children's education.

PCP: 'Person Centred Planning'

Physiotherapist: a therapist who supports children with physical and medical needs, helps with exercises and provides advice to parents and schools.

PMLD: 'Profound and Multiple Learning Difficulties' - in addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care.

Pre-school liaison teacher: a teacher with specialist knowledge and experience in Special Educational Needs in Early Years, employed by the LA to provide advice and support to Foundation Stage staff in settings on the inclusion of children with SEN. They help schools to plan the move into a Reception class for these children.

Provision Map: a map of support showing what the school/LA is providing for their SEN pupils, so parents can better understand what support is on offer, when and where from.

PSHE: 'Personal Social Health Education'.

Portage Worker: an experienced Early Years worker, employed by the LA to work with children 0-3 years with significant additional needs and their parents. They work in the home and provide programmes to improve the development of young children, keeping in touch with other professionals.

Proposed Statement: this is a draft Statement, offering parents 15 working days to comment or request adjustments before the Final Statement is issued.

PSP: 'Pastoral Support Plan' - this is drawn up to help modify a pupil's behaviour. This should be put in place where a child is at serious risk of permanent exclusion.

Psychiatrist: a doctor who helps people who have difficulties with the way they feel and behave. Child Psychiatrists specialize in helping children.

Published Admission Number: refers to the number the school can admit to the relevant age group in any one year.

Pupil Referral Unit: provides education for excluded pupils or others who may be out of school for a v

Resource Base: a specialist provision for children with SEN attached to a mainstream primary or secondary school. Currently there are 4 primary and 4 secondary resource bases meeting the needs of children with social communication difficulties, speech and language, physical disabilities and hearing impairment. Decisions about placement are made by the LA.

SEAL: 'Social and Emotional Aspects of Learning'.

Section 140 Assessment: an assessment of a student's educational and training needs and the provision required to meet them. Careers Wales Officers have a statutory requirement to carry these out from Year 11 delegated to them by the WG.

SEN: 'Special Educational Needs' - a child is said to have a special educational need if he/she has learning difficulties that need special educational provision.

SEN Co-ordinator (SENCo): member of staff of a school or early education setting, who has responsibility for co-ordinating special educational needs (SEN) provision within that school.

Sensory Support Service/Sensory Impaired Team: a team of experienced qualified teaching and non-teaching staff who provide skilled support for children who have hearing, vision and multi needs sensory impairment including deaf/blind. Teaching staff offer a wide range of skills to teach and support children and families from the time of diagnosis in the critical early years and throughout school life.

SI: 'Sensory Impairment'.

Single Service referral: this form is completed when a child has one clearly identified need which can be met by one service.

SLCD: 'Speech, language and Communication Difficulties' - pupils may have difficulties with expressive, language or receptive language and or processing difficulties.

SLD: 'Severe Learning Difficulties' - pupils with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and learning self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum.

SLT: 'Speech and Language Therapist' - they help children who have speech, language and communication difficulties.

Special School: a school which is specially organised to make special educational provision for pupils with Special Educational Needs and Statements whose needs cannot be met in a mainstream school.

SPLD: 'Specific Learning Difficulties' in a particular area of the curriculum.

Special Educational Needs and Disability Tribunal Wales (SENTW): an independent body within the Tribunal Service that hears appeals by parents against LA decisions on assessments and Statements. From September 2002, parents have become able to lodge an appeal against a school if there is an issue around fixed term exclusions, or if the child's parent/carer feels their child has been discriminated against because of their disability. The Tribunal's decision is binding on both parties to the appeal.

Statement of Special Educational Needs: a legal document that sets out a child's special educational needs and all the extra help he or she must receive.

Statutory Assessment: Statutory Assessment is a formal procedure, governed by law (1996 Education Act) which involves the collection of detailed assessments of a child's special educational needs. Assessment works best when all involved; parents, school staff, health and social services, psychologists and other LA staff, work in partnership to secure the best outcome for the child.

STF: 'Special Teaching Facility'

TAF: Team Around the Family (TAF) is a way of working which brings a wide range of professional together to work with a family in order to help them address the breadth of challenges they are facing.

Teaching Assistant/Learning Support Assistant/General Assistant (TALSA/GA): A person employed in school to support children's learning under the direction of a class teacher.

Transition Plan: a plan devised following the Year 9 Annual Review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school in order to plan coherently for the young person's transition to adult life.

Unit: (see Resource Base)

VI: 'Visual Impairment' - a range of difficulties from partial sight through to blindness