

## Useful guide to SEND jargon

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| ANNUAL REVIEW                 | A review of a pupil's EHC plan at least every 12 months.  |
| AREAS OF NEED                 | Four broad categories used to describe a pupil's SEN. They are: communication and interaction, cognition and learning, SEMH, sensory and/or physical needs.   |
| ASD                           | Autistic spectrum disorder  |
| ASC                           | Autistic spectrum condition   |
| EHC NEEDS ASSESSMENT          | Initial assessment, carried out by the LA, for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.  |
| EHCP                          | Education, health and care plan. A statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. |
| GRADUATED APPROACH            | A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN. Sometimes called the ADPR cycle (assess, plan, do, review).  |
| ILP                           | Individual Learning Plan. Sometimes called IEPs (Individual Education Plan or Pupil Passports)  |
| LA                            | Local authority   |
| LOCAL OFFER                   | Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the local authority.   |
| ONE-PAGE PROFILE              | A one-page profile can help social care professionals provide better person-centred care and support. It is a simple summary of what is important to someone and how they want to be supported.         |
| OUTCOME                       | Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).         |
| SALT                          | Speech and language therapy, sometimes speech and language therapist  |
| SEMH                          | Social, emotional and mental health   |
| SEN                           | Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability.   |
| SEN INFORMATION REPORT        | A document published on the school website, setting out the school's provision for pupils with SEN.   |
| SEN POLICY                    | Sets out the vision, values and aims of the school's SEND arrangements.   |
| SEN SUPPORT                   | An overall term that refers to pupils needing special educational provision who do not have EHC plans.  |
| SENCO                         | Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEN.   |
| SEND                          | Special educational needs and disability.   |
| SEND CODE OF PRACTICE         | Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND. Often referred to as the COP.                   |
| SLCN                          | Speech and language communication   |
| SPECIAL EDUCATIONAL PROVISION | Provision to help pupils with SEN or disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age.                             |
| SPECIALIST PROVISION          | A school that is specifically organised to make special educational provision for pupils with SEN   |
| SPLD                          | Specific learning difficulties. SpLD can affect one or more aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia   |