

# Glossary of Special Educational Needs Terminology

*'Working together to achieve success'*



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| Access Arrangements                             | Additional support for sitting exams of controlled assessments.   |
| Annual Review                                   | A meeting which takes place at least annually for a child who has an EHC Plan.  |
| Care Plan                                       | A record of the health and/ or social care services that are being provided to a child to help them manage a disability or health condition. The plan will be agreed with the child's parent/ carer.  |
| Child Adolescent Mental Health Services (CAMHS) | This service assesses and treats children with a range of emotional, behavioural and mental health difficulties.  |
| Early Help Assessment                           | An assessment tool to use with a child and their family. It is designed to identify needs at an early stage and enable suitable support and intervention to put in place for the family.  |
| Education, Health and Care Plan (EHC Plan)      | An EHC Plan details the education, health and social care support that is to be provided to a child who has a special need and/or disability. It is drawn up by the local authority after an EHC needs assessment of the child has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies. Children who have an EHC Plan are at Level 4 on the Mossgate Continuum.   |
| Educational Psychologist (EP)                   | An educational psychologist can provide more detailed assessments and advice about the child. At Mossgate, children who are at Level 3 on our Mossgate Continuum will have an assessment carried out by an educational psychologist.  |
| Graduated Approach                              | A model of action and intervention to help children who have special educational needs. The approach recognises that there is a continuum of special needs and that, where necessary, increasing specialist expertise should be used to identify needs and strategies/ provision.   |
| Initial Assessment Form                         | At Mossgate Primary School, if parents/ carers believe that their child may have a special educational need, they are encouraged to discuss this with the class teacher and/ or the SENDCo. A teacher may also raise concerns to parents/ carers and invite them in to discuss this. This discussion may also result in the completion of an Initial Assessment Form. This form is used to collate both current and past information about the child.   |
| Intervention                                    | Small group or individual programmes of support for children with identified additional needs.  |
| Level 2+ Action Plan                            | The plan is part of our assess, plan do, review cycle. It is written by teachers alongside the child and their parents. The plan is used to identify specific targets relating to the individual child and the provision that is required for the child to meet the targets. The Level 2+ Action Plans are formally reviewed at a meeting, at least termly, with the involvement of teachers, child and parents.  |
| Local Offer                                     | Local authorities in England are required to set out their Local Offer. This is information about provision that they expect to be available across education, health and social care for children and young people in their area who have SEN and/ or a disability including those who do not have an Education, Health and Care Plan.   |
| One Page Profile                                | A snapshot of a child's important information on one page.  |
| Parent Partnership – SENDIAS                    | SEND Information, Advice and Support Service (SEND IAS) is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.<br>It aims to promote good working relationships between children, young people, parents, education settings and the LA, whilst seeking to empower them to play an active and informed role in their child's education. |

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| Personal Budget                                 | A Personal Budget is an amount of money identified by a local authority to deliver provision set out in an EHC Plan. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school or other organisation. It should be used to commission support identified in the EHC Plan.   |
| Portage   | Planned, home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services.   |
| Special Educational Needs                       | 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 them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. |
| Special Educational Needs Co-Ordinator (SENDCo) | A qualified teacher in school who has responsibility for co-ordinating SEN provision.   |
| SEN Support                                     | A single category (SEN Code of Practice 2014) replacing School Action and School Action Plus.<br>At Mossgate Primary School, children who are Level 2 and Level 3 are identified as received SEN Support.   |
| SEN Support Plan                                | At Mossgate Primary School, when the child moves to Level 3 on our continuum and has been assessed by an educational psychologist, a SEN Support Plan is written by the school, alongside the child and parents, using the information from the Educational Psychologist's Report. The SEN Support Plan will identify longer term outcomes and will be used to inform the Level 2+ Action Plan.   |
| Special Educational Provision                   | This is provision that is different from and/ or additional to that normally available to pupils of the same age.   |
| SEND Register                                   | This is a dynamic list that children can be added to or removed from at any time, depending on how appropriate it is to their needs. At Mossgate Primary School, children who are identified as being at levels 2, 3 and 4 on our continuum are added to our SEND register.   |
| Specialist Teacher                              | Specialist teachers offer advice and support, training and SENCO support, to schools and other settings from early years to post 16 for the full range of special educational needs and disabilities (SEND).  |
| Special School                                  | A school which is specifically organised to make special educational provision for pupils with SEN.   |