

## Glossary

Word	What this means
SEN	Special Educational Needs – see definition on page 3
SEND SEN/D	Special Educational Needs and Disabilities
SEN/LDD	Special Educational Needs / Learning Difficulties and Disabilities
SEN Policy	A document that sets out the school's aims, values and procedures when working with children with SEND and their families, including information on identification and assessment of children with SEN, arrangements for consulting with parents and pupils, arrangements for assessing and reviewing pupil progress, approaches to teaching pupils with SEND, and how the effectiveness of provision for pupils with SEN will be evaluated.
Camden Local Authority (Camden LA)	Local authorities are the local councils that are responsible for education within their jurisdiction.
SEN Code of Practice (2014)	A guide for local education authorities, schools and others outlining the help and statutory duties for identifying, assessing provision for children with special educational needs.  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
Education Health and Care Plan (EHCP or EHC Plan)	A single plan, to be used from 0 – 25 years of age, that shows the support that a child will need for education in school as well as support from health and care services. This will replace a statement of special educational needs / SEN statement  The <b>Education</b> element of the plan explains what is needed for the child or young/person to attend school safely and achieve the best

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	<p>they can in their learning. It states which school the child will go to and, if applicable, the support the child/young person receives to travel from home to school or college.</p> <p>The <b>Health</b> element of the plan sets out any health services or health support that the child needs to ensure they can learn and participate fully in school life</p> <p>The <b>Social Care</b> element of the plan sets out any services that the local authority will provide to support the child and their family to live as 'ordinary' a life as possible</p>
Statement of SEN	A legal document decided by the local education authority that describes the child's individual needs, the special educational provision required to the child's needs, and how this will be delivered.
Mediation / Mediator	If there is disagreement between two parties, such as parents and local authorities, a third party may <b>mediate</b> between parties to support with finding an agreement or reconciliation.
Local Offer	All local authorities publish information on what provision is available in its own area for children with SEND, aged 0 – 25.
CCLC – Carlton Community Learning Centre	Carlton's parents centre, where our Family Support Worker is based, ESOL classes run, parent coffee mornings etc.
<b>.1 Leadership and Management</b>	
SENDCO	Special Educational Needs Co-ordinator The teacher responsible for children with requiring SEN Support in school.
Inclusion Team	Team of staff responsible for children with SEND and additional needs in school, including head teacher (HT), deputy headteacher (DH) / designated child protection person, SENDCos, Family support worker, attendance officer and more broadly

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	including inclusion TAs.
SEN Support List	List of children who require SEN support, so the school continually hold them in mind.
My Plan	A plan for each child with SEN that tracks their needs, progress, provision, support, parent and child views, and outcomes for everyone to work towards.
Behaviour Support Plan	An individual plan that is developed for children who need extra support to manage their behaviour. It includes key information for staff that work with the child, and outlines positive behaviour management strategies to be used.
Positive Handling Plan	A plan written for children who are at risk of going into 'crisis' and displaying behaviours that could put themselves or others at risk. This is a plan that documents how to use deescalation strategies to avoid the child reaching 'crisis' and strategies to use at each point in the stages of crisis.
Provision Map	A list of provision and support provided beyond that which is normally provided to all pupils in the school, to remove barriers and promote accelerate progress and well-being.
School Development Plan	A document written by the school outlining what realistically is expected to be completed over a three year period to raise standards and achieve targets set by the school.
<b>.2 How we develop the skills, knowledge and expertise of school</b>	
Teaching Assistant (TA)	Additional adults who work with children either individually, in groups or in classes to support the learning process, social behaviour and needs of children.
Staff Guidance Files And Pathway Documents	<a href="http://www.carlton.camden.sch.uk">www.carlton.camden.sch.uk</a> Appendix A A document that shows how we identify, plan for and assess pupils who require SEN support
Wave 1 / Quality First Teaching (QFT) approaches	Inclusive approaches and strategies that can be used to benefit all pupils, as well as pupils with SEND, and are part of high quality teaching.

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Wave 2 approaches	Additional interventions that are aimed at groups of pupils and are intended to help these pupils reach age related expectations. These may be delivered by a teacher or by a TA running a short term, evidence based, intervention programme.
Wave 3 approaches	Highly personalised / individual support and intervention aimed at children with a high level or need or SEN.
Communication and interaction needs / Speech, Language and Communication Needs (SLCN)	Children and young people with difficulty in communicating with others. This may be a difficulty with saying what they want to, understanding what is being said to them or understanding or using social rules of communication.
Cognition and learning needs	<p>Children and young people who learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>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.</p>
Specific learning difficulties (SpLD)	Learning difficulties that affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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Social, mental and emotional 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.
Sensory and physical needs	This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) as well as children and young people with a physical disability (PD) who require additional ongoing support and equipment to access all the opportunities available to their peers.
Inclusion Development Program (IDP)	A government resource to support the professional development of special educational needs (SEN) practitioners. It covers four main areas of need: <ul style="list-style-type: none"> <li>- Behavioural, emotional and social difficulties</li> <li>- Autism spectrum</li> <li>- Speech, language and communication needs</li> <li>- Teaching and supporting pupils with Dyslexia</li> </ul>
ASD (Autism Spectrum Disorder)	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.
Disability	Under the equality Act 2010, disability is defined as a physical or mental impairment that has a substantial and long term negative affect on the ability to do normal daily activities.

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National Teaching Standards	The minimum standards / requirements that are expected from all qualified teachers. Teachers performance is assessed against these standards.
Key Worker	If a child is in the nursery they are assigned a key worker. This is a member of nursery staff who will support and track your child's development during their time in the nursery. If the key worker is a nursery nurse or early educator teaching assistant they will be attached to a class teacher as well.
<b>.3 The contribution that specialist services and teams make to the progress and well-being of students with SEN/D</b>	
Educational Psychologists	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.
Camden Advisory Service for Deaf children and young people	A team of specially qualified Teachers of the Deaf to support the inclusion of children and young people diagnosed with hearing needs from birth to 25 years. Part of the Camden Sensory Advisory Service
Camden sensory advisory service	Camden service of specialists who give advice, support and monitor children with hearing or visual impairments (HI/VI).
Educational Psychology Service (EPS)	Provides educational and psychological assessment and advice to families and schools to support the understanding of children's learning and behaviour.
Primary Learning Support Service (PLSS)	Provides specialist help and assessments for children with emotional, social, language, communication and mental health difficulties. PLSS helps children with SEN, their parents and carers, and staff working with them. PLSS is made up of the Primary SEBD (social, emotional and behavioural difficulties) service and Camden Language and Communication Service (CLCS).
Occupational Therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice

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	to children, schools, families to support children with functional, motor or sensory processing needs to manage all the tasks of everyday life e.g. eating, dressing, handwriting
Speech and language therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.
CLCS – Camden Communication and Language Service	Provides specialist teachers and speech and language therapists to support children with language and communication difficulties, including disorders such as specific language impairment and autism.
Physiotherapist	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children physically affected by illness, injury or disability to improve movement and normal body function.
CAMHS Team – Child and Adolescent Health Service	Professionals from the Health Service who identify, support and assess the emotional, mental and social development of students.
MOSAIC	Integrated multi-disciplinary service service for children, young people and their families with severe disabilities and complex needs, including sensory impairments.
Family Services Social Work (FSSW)	Services that support the child and the family accessing the correct services and safeguard children.
SCAS – Social Communication Assessment Service	Integrated multi-disciplinary service for assessing and identifying children with ASD (Autistic Spectrum Disorder) or other social communication difficulties.
Health Visitor/School Nurse	Health Professional who monitors, supports and gives advice to families and schools on all aspects of children’s well-being and health needs.
Referral and eligibility criteria	A list of criteria, or description of a level of need, that must be present for a service to accept the referral of a child, young person or family.

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Multi – disciplinary service / Multi – disciplinary team	A team with more than one service working together, for example occupational therapists, speech and language therapists, clinical psychologists working together to identify, assess or support children’s needs.
<b>SENDIASS</b> (Special Educational Needs and Disability Information, Advice and Support Service).	This service provides information, advice and support for parents / carers of children and young people with SEND and young people themselves with SEND about education, health and social care. The service will often work with parents / carers and children/young people together but will also provide a service directly and separately to children and to young people aged 16-25.
<b>.4 How we identify and assess children with SEN/D</b>	
English as an additional language (EAL)	Children whose mother tongue is not English. Children who do not speak English as their first language.
Looked after child/children (LAC)	Children who is being looked after by the local authority, a child provided with accommodation through the local authority. E.g. a child who is in foster care, a child who is in the process of being adopted.
School’s designated teacher for LAC	All schools must have a teacher designated to have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve and to have lead responsibility for the development and implementation of the child’s personal education plan (PEP) within the school.
<b>.7 How we make sure that children with SEN/D enjoy a broad and balanced curriculum</b>	
Reasonable adjustments	Under the Equality Act 2010, an education provider has a duty to make ‘reasonable adjustments’ to make sure disabled students are not discriminated against or placed at a disadvantage compared to other pupils.
Augmentative and Alternative Communication (AAC)	Covers a range of communication methods that support or replace spoken communication e.g. makaton, British Sign Language, picture

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	exchange communication system (PECS)
Accessibility Plan	<p>Under the Equality Act 2010 schools must have an accessibility plan which shows how the school will</p> <ul style="list-style-type: none"> <li>- increase the extent to which pupils with disabilities can participate in the curriculum</li> <li>- Improve the physical environment of the school</li> <li>- Improve the availability of accessible information to pupils with disabilities (e.g. providing information in Braille, picture formats)</li> </ul>
Notional SEN budget	Schools receive a notional SEN budget. From this they are expected to meet the costs of provision for pupils with low cost SEN, which can be predicted to occur in schools (high incidence). This finding is also used to contribute towards the cost of provision for pupils with high needs (often low incidence).
Personal Budget	This is the amount of money for the support a child or young person needs for them to achieve outcomes to meet their identified support needs in their EHC Plan.
.11 How we support children joining and leaving our school and making transitions	
Pupil Passport My Plan Passport Passport Profile	A document containing key information about a pupil, that is written collaboratively by teachers, TAs, pupils, parents and others that know the child well. This document is used to provide key information about the pupil at transitions and to those supporting the pupil in school.
Key Stage	<p>The school is organised into Key Stages</p> <p>EYFS – Early Years Foundation Stage (Birth to five years old - Nursery &amp; Reception)</p> <p>KS1 – Key stage 1 (ages 5-7, Years 1 &amp; 2)</p> <p>KS2 – Key stage 2 (ages 7- 11, Years 3, 4, 5 &amp; 6)</p>
.12 How we support children's health	

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Disclosure and Barring Service (DBS)	A service that helps schools make safer recruitment choices and prevent unsuitable people from working with vulnerable groups including children. It replaces the Criminal Records Bureau (CRB). All adults working in school need to have a criminal record check and hold a DBS certificate.

