# James Lee Nursery SEND Jargon Buster!

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| **Annual Review** | A review of a pupil's EHC plan carried out by the LA 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 (see below), sensory and/or physical needs |
| **ASC** | Autism Spectrum Condition |
| **CCG** | Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the<br>delivery of the healthcare provision for people in its area |
| **Disagreement resolution** | A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the LA. Available to all children and young people with SEN, not just those with EHC plans |
| **EHC needs assessment (EHCNA)** | 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 |
| **EHC plan (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. Replacing statements and learning difficulty assessments by April 2018. |
| **Graduated approach** | A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN |
| **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 LA |
| **Mediation** | A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal |
| **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 |
| **School offer** | Some schools refer to their SEN information report as a 'school offer' |
| **SEMH** | Social, emotional and mental health difficulties |
| **SEND** | Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability (see special educational provision) |
| **SEN information report** | A document published on the school website, setting out the school's provision for pupils with SEN |

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| **SEN policy** | Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document |
| **SEN support** | An overall term that refers to pupils needing special educational provision who do not have EHC plans. Replaces the previous categories of School Action (SA) and School Action Plus (SA+) |
| **SEN support plan** | See school-based 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 |
| **SEND resource base** | Specialist provision within a mainstream school, also known as an SEN unit or specialist resource base |
| **Sensory room** | A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication |
| **SLCN** | Speech and language communication needs |
| **Special educational provision** | Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age |
| **Special school** | A school that is specifically organised to make special educational provision for pupils with SEN |
| **SpLD** | Specific learning difficulties. SpLD affect one or more particular aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia |
| **Transition planning** | Preparation for moves between phases of education or for adult life |
| **Tribunal** | An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination |