



St Alphege C of E Infant School and Sunbeams Nursery

Glossary of terms used for inclusion 2015

Annual Review

The review of a Statement of Special Educational Needs / Education, Health and Care Plan with a Local Authority (LA). This must be completed within 12 months of making the Statement and then on an annual basis with an interim review every 6 months for children in early years.

Audiologist

A person who works to enable communication for children and adults experiencing speech and language problems due to hearing loss.

Carer

A person named by a local authority to care for a child for whom the social services department has parental responsibility. The carer may qualify as a parent for the purposes of the Education Acts.

Care Plan

A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The plan will be agreed with the child's parent and where possible, the child, and may be contained within a patient's medical record or maintained as a separate document. Care plans are also maintained by Local Authorities for children in care. In this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Clinical Psychologist

A psychologist who works with the family and their child and setting with regard to developmental and behavioural issues.

Cognitive

Thought processes that involve reasoning, evaluation, problem solving and information processing. Associated with knowing, understanding and awareness.

Communication in Print (CiP)

To enable individuals of all ages with communication challenges, learning difficulties and English as an Additional Language (EAL) to gain access to written information and communicate more independently.

Community Paediatrician (CP)

A doctor who specialises in children, assessing all aspects of development.

Counsellor

May have the role of helping children or families deal with emotional situations e.g. disability.

Child and Adolescent Mental Health Service (CAMHS)

A service which assesses and treats children with emotional, behavioural and mental health difficulties. These range from basic pastoral care such as identifying and supporting mental health problems, to specialist support which provides in-patient care for those who are mentally ill.

Development

The process by which a child acquires skills in the areas of social, emotional, intellectual, speech, language and physical development. Developmental stages refer to the expected, sequential order of acquiring skills that children typically go through.

Disabled Students Allowance

Parents are able to apply for additional benefits for pupils who have a long-term health condition, mental health condition or specific learning difficulty which affects their ability to learn through the Disability Living Allowance. This payment is made directly to the family but must be verified by the school or setting prior to approval. This allowance can be used to pay for things such as specialised equipment, a note-taker or transport costs.

Disabled Child

A child who has a disability for the purposes of the Disability Discrimination Act 1995.

Disability and the Equality Act 2010 (DDA)

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

1. employment
2. education
3. access to goods, services and facilities including larger private clubs and land based transport services
4. buying and renting land or property
5. functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Dispositions

Tendencies to behave in particular ways or to prefer certain activities. Sometimes this is seen as relating to temperament. Each child has a unique pattern of dispositions and these need to be understood if development is to be supported effectively.

Early Help Notification

A social care assessment of a child and their family, designed to identify needs at an early stage and enable suitable interventions to be put into place to support the family.

Early Learning Goals

The expectations in each of the six areas of learning which it is expected most children will reach by the end of the Foundation Stage.

Early Support Programme

Supporting very young children and their families. Also provides a range of materials for preschool children.

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage brings together the current Birth to Three Framework, the Foundation Stage and elements of the National Standards for under 8s daycare and childminding into a single framework.

Educational Psychologist (EP)

An EP has a degree in psychology, teaching experience and specialised training in child development. He/she works with schools, children and their families to put together a plan to tackle learning, behaviour or other issues likely to impact upon the child's progress.

Gifted and Talented (G and T)

A child or your child who shows a particular skill or talent within a certain area.

Health Visitor (HV)

A person who provides a home visiting primary care service that may be specialist or generic according to area policy. Some health authorities employ specialist health visitors to work with special needs. Generic health visitors will have special needs as part of their normal caseload.

Inclusion

A process of identifying, understanding and breaking down the barriers to participation and belonging.

Inclusion Manager

Designated individual in a school or setting having responsibility for special educational needs and inclusion.

Independent Parental Supporter

A person recruited locally by a voluntary or community sector organisation offering parents independent advice and support on SEND. This worker will put them in touch with Voluntary Organisations or Parent Support Groups.

Independent Reviewing Officer (IRO)

a statutory requirement for local authorities under the Adoption and Children Act 2012. IROs make an important contribution to the goal of significantly improving outcomes for looked after children. The primary focus is to quality assure the care planning process for each child, and to ensure that his/her current needs, wishes and feelings are given full consideration.

The Local Offer

Local Authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have Education, Health and Care Plans. Local Authorities must consult locally on what provision the Local Offer should contain.

Named LA Officer

The person from the Local Authority who will liaise with parents regarding the process of making a statutory assessment and Education, Health and Care Plan.

National Curriculum (NC)

This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Non-verbal communication

Sometimes referred to as body language, non-verbal communication refers to all the body signals that usually accompany talk, such as eye contact, smiling, raising eyebrows or frowning, that people send when they communicate with one another.

Occupational Therapist (OT)

An OT deals with all aspects of life skills where children have difficulties in carrying out everyday activities and will provide physical aids when appropriate.

OFSTED

Office for Standards in Education. To take responsibility for the inspection of all schools in England.

Orthoptist

An orthoptist is an eye specialist who will work with children or adults with vision problems, squints or abnormal eye movements.

Parent Partnership Officer

Each Local Authority provides a Parent Partnership Service to provide advice and information to parents of children with special educational needs. The officers may liaise with and support parents through processes such as assessment, Education, Health and Care Plans, reviews and/or transitions

Picture exchange communication (PECs)

The Pyramid Approach to Education is a unique teaching method that establishes effective learning environments for children and adults with autism or related developmental disabilities and severe learning impairments.

Physiotherapist

Health professionals who deal with the physical aspect of a child's development and may help with a treatment plan to control movement and balance.

Portage Worker

Provides a home visiting, educational service. Portage is an early intervention programme that uses home visiting to support parents in the care and development of their pre-school child.

Provision mapping

The needs of all pupils regardless of age or ability, including those with SEN, are identified on the schools provision mapping where pupils are set specific, measurable, achievable, realistic and time limited (SMART) targets which are closely monitored. Provision mapping is a tool which has been used to support the development of more inclusive practises in schools. At St Alphege Infants and Sunbeams Nursery School we consider all children for inclusion on the schools provision mapping, many of the children present on the provision map will not be identified on the SEN register but have been identified as needing additional support to raise their levels of learning. The Inclusion Manager and Class teachers will pay particular attention to those children with SEN and other groups, vulnerable to experiencing barriers to participation and achievement. Children identified as EAL or G+T will also be considered during the provision mapping process. A provision map is an 'at a glance' way of showing the range of provision the school makes for children with additional needs, through additional staffing, small group intervention or in class support.

Pupil Progress Meetings (PPM)

Pupil progress meetings are one of the core elements of school improvement and the Improving Schools Programme. They enable a professional dialogue to be set up between individual teachers and members of the senior management on a regular basis (often termly) to review pupil progress, set targets and refocus the school's resources to ensure accelerated pupil progress.

Schema

A schema is a pattern of repeated behaviour in children. Children often have a very strong drive to repeat actions such as moving things from one place to another, covering things up and putting things into containers, or moving in circles or throwing things. These patterns can often be observed running through their play and vary between one child and another. If practitioners build on these interests powerful learning can take place.

Sensory impairment

Being unable to fully use one or more of the senses: seeing, hearing, tasting, touching and smelling.

Sensory Impaired Service Teacher (SIS)

A teacher has had specialist training in the areas of hearing and sight in children. He/she works mainly as an advisor, to assist teachers and parents in supporting children with hearing or sight problems or sometimes both.

Special Educational Needs

A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which hinders or prevents them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs and Disability Code of Practice

The Government issued a new Code of Practice in 2014. It gives statutory guidance to Local Authorities, schools and settings on their duties in special education. Those with statutory responsibilities under the Education Act "must have regard to" the Code of Practice.

Special School

A school which is specifically organised to make special educational provision for pupils with SEN. These schools are approved by the Secretary of State under section 342 of the Education Act 1996.

Speech and Language Therapist (S<)

Speech and language therapy is a health care service. The role of the therapist is to enable children with speech, language and communication difficulties (and associated difficulties with swallowing and eating) to reach maximum communication potential and achieve independence in all aspects of life.

Social Worker

A worker who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.

Teaching Assistant (TA)

The role of a TA varies from school to school. TAs may work supporting an individual or a group of pupils, or they may support the teacher in the classroom. Some schools employ TAs with a specialism, such as literacy, numeracy, English as an additional language, the creative arts or special education needs. TAs work under the guidance/supervision of the classroom teacher to lead learning with the children.

Transition

Movement between different environments, rooms or settings. All transition involves change and it is vital to prepare children, no matter how young they are, for this. When children are prepared for transition they adapt more easily to changes.