

## Royal Greenwich SEND Jargon Buster

### A

<b>Annual Review</b>	The process of ensuring that a Statement of Special Educational Needs continues to describe the child's needs and how they should be met through a meeting held once each year.
<b>ASD</b>	Autistic Spectrum Disorder
<b>Assessment</b>	Finding out what a child can and cannot do by observing them at school and sometimes at home and by talking with people who know the child well
<b>Apprenticeship</b>	A paid job that includes training, leading to nationally recognised qualifications

### B

<b>BESD</b>	Behavioural, Emotional and Social Difficulties
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### C

<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>Children and Families Act 2014</b>	An Act which reforms legislation to introduce changes that affect how children and young people with special education needs get the services and support they need.
<b>Code of Practice (COP)</b>	The Code of Practice is a document designed to help families, schools, local authorities and other organisations make effective decisions regarding children with SEN.
<b>Commissioning</b>	When someone is paid to deliver a service.
<b>Co-production</b>	Equal partnership between service providers and service users and their families.
<b>Children with Disabilities Team (CwDT)</b>	Children with disabilities social care team within Royal Greenwich.

### D

<b>Direct Payments</b>	Payments that allow you to choose and buy the services you need yourself, instead of getting them from the council.
<b>DLA</b>	Disability Living Allowance
<b>DfE</b>	Department for Education

### E

<b>Early Years</b>	Birth to 5 years.
<b>Education, Health and</b>	Statutory plans introduced by the Children and Families Act

<b>Care Plan (EHCP)</b>	2014. These will run from 0-25 and replace statements of SEN and Learning Difficulty Assessments.
<b>Early Help Assessment (EHA)</b>	Early Help Assessment – formerly known as a CAF.
<b>EP</b>	Educational Psychologist. A professional employed by the local authority to assess a child’s special educational needs and to give advice to school settings on how these needs can be met.

## F

<b>Further Education</b>	Full or part-time education for people over compulsory school age which does not take place at a school or university.
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## G

<b>Greenwich Parent Voice (GPV)</b>	The local representative group in Greenwich for parents and carers of children and young people with special educational needs or disability
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## H

<b>HI</b>	Hearing Impairment
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## I

<b>Inclusion</b>	When anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.
<b>Independent Supporters</b>	Provide families with independent support and information needed to help them through the Education, Health and Care Plan process.

## J

<b>Joint Commissioning</b>	Working collaboratively across agencies to assess need, identify resources available, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.
<b>Joint Strategic Needs Assessment (JSNA)</b>	Assessment of the current and future health and social care needs of the local community.

## K

<b>Key Worker</b>	A trained individual who provides personalised support, co-ordination and/or advocacy for disabled children and young
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	people and their families.
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## L

<b>Legislation</b>	Laws
<b>Learning Difficulties</b>	Problems or conditions which make learning harder than it is for most people.
<b>Local Authority</b>	The local council responsible for managing services in your area. i.e. Royal Greenwich
<b>LDA's</b>	An assessment made to determine what additional support young people with learning difficulties need in order to access education beyond school. From September 2014, these will be replaced by Education, Health and Care Plans. All LDA's will be replaced by 2017.

## M

<b>Mainstream School</b>	An ordinary school which is for all children, not just those with special educational needs.
<b>Mediation</b>	Where a trained person helps to sort out any area of conflict.

## N

<b>National Curriculum</b>	The framework which sets out standards and appropriate levels of achievement for children's education.
<b>NEET</b>	Not in Education, Training or Employment
<b>Networks</b>	Groups of people that are interested in the same topic or area of work.

## O

<b>Outcomes</b>	What children and young people achieve and how their lives improve. For example, going to college, learning new skills, living on their own or getting a job.
<b>Occupational Therapist (OT)</b>	A professional trained to give advice on equipment, adaptations and activities to support the learning/social development of people with physical, emotional or behavioural difficulties

## P

<b>'P' Levels</b>	Performance levels used to assess a child who is not yet working within the national curriculum levels of attainment.
<b>Paediatrician</b>	A doctor who specialises in children's health and may be responsible for the continuing care of children with SEN both before school entry and in special and mainstream schools.
<b>Personal Budget</b>	Money that is allocated to individuals to meet assessed needs in

	place of services that would otherwise be provided directly to the individual by statutory bodies.
<b>Personalisation</b>	Putting the person at the heart of decision making and enabling people to have choice and control over their lives and support. Person centred practices and personal budgets are part of this approach.
<b>PMLD</b>	Profound and Multiple Learning Difficulties.

## S

<b>Short Breaks</b>	An opportunity for parents and carers of a disabled child to have a break from their caring arrangements, and for their child to have a positive and enjoyable experience
<b>Special Education Needs and Disability reforms (SEND)</b>	The SEND reforms aim to deliver a simpler, joined up, person centred system for the provision of education, health and social care for children and young people up to age of 25 with special education needs, learning difficulties and/or disabilities.
<b>Special Educational Needs Co-Ordinator (SENCO)</b>	The person responsible for the planning of special educational needs provision within school or early years setting.
<b>Specialist provision</b>	Specialist provision generally refers to support and services provided by specialists in education, health or social care following individual referral and specialist assessment.
<b>Speech and Language Therapist (SALT)</b>	A professional trained to give specialist assessment and advice for children with communication difficulties
<b>Supported Employment</b>	Supported employment is an evidence-based and personalised approach to support people with significant disabilities into real jobs, where they can fulfil their employment aspirations and achieve social and economic inclusion.
<b>Supported Internship</b>	A structure study programme, based at an employer that is tailored to the individual needs of the young person which will equip them with the skills they need for the workplace.

## T

<b>TAC</b>	Team around the child meeting.
<b>Traineeship</b>	A new programme for young people who want to work but who need extra help to gain an apprenticeship or a job. Traineeships will give young people the opportunity to develop the skills and workplace experience that employers require
<b>Transition</b>	When a young person moves from children's to adult services.
<b>Tribunal</b>	An independent body which hears appeals against decisions made by the local authority on statutory assessments and EHC Plans.

**V**

<b>VI</b>	Visual Impairment
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