



Horrabridge Primary and Nursery School - Glossary of SEND Terms/Acronyms

<p>SEND Special Educational Needs and Disabilities – children are said to have ‘SEND’ if their needs are ‘additional to’ or ‘different from’ those of their peers.</p>	<p>Graduated Response (see also APDR) The process class teachers go through to ensure that they have put all possible Universal Provision in place, before trying additional/specialist provision to meet a child’s needs and reviewing it.</p>	<p>Early Help Assessment (EHA) Using the Right for Children website, the Early Help Assessment summarises need and begins to draw together a plan for accessing further support.</p>	<p>Communication and Interaction (C&I) One of the four areas of need. Includes areas such as Autism and Speech, Language and Communication Needs (SLCN).</p>
<p>Record of Need (RoN) The list of children who are considered to have SEND within our school.</p>	<p>Assess, Plan, Do, Review cycle (APDR) The process through which teachers identify a child’s needs, plan strategies that support these, set aspirational targets and implement provision, and review progress.</p>	<p>Right for Children (RfC / R4C) A web-based information portal which holds details of a child/family in need of support. This can be accessed by registered professionals who can then contribute their views.</p>	<p>Cognition and Learning (C&L) Another area of need within the SEND spectrum. Can include ADHD, specific/moderate/ severe learning difficulties, Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia.</p>
<p>Universal Provision The provision within all classrooms, which meets the learning needs of most children and supports enhanced provision of SEND pupils.</p>	<p>SMART targets Targets which are Specific, Measurable, Achievable, Realistic, and Time-bound. These targets are found on Tier 2 and EHCP IEP documents.</p>	<p>Request for Additional Services (RfAS) Often completed after an EHA, this form is submitted to the Single Point of Access Team who contact additional services who may be able to support.</p>	<p>Social, Emotional, Mental Health (SEMH) The third area of need on the SEND spectrum. Can include children who have Adjustment / Attachment Disorders, Anxiety, OCD.</p>
<p>SEN Concern Children who present with some concerning needs but whose needs are being met by QFT/universal provision. Needs are monitored through the Graduated Response.</p>	<p>Provision Maps (PMs) Documents updated at every review point (October, February, May) in the academic year to detail the enhanced provision that is in place for SEND pupils.</p>	<p>Single Point of Access (SPA) A central hub/team of people who follow up the RfAS and direct the requestor to additional support.</p>	<p>Sensory and Physical (S&P) The final area within SEND. Can include hearing/visual impairments, physical disabilities, sensory processing disorders and other medical needs.</p>
<p>SEND Support Children who receive enhanced provision (‘additional to’ or ‘different from’) and who may have support and advice regarding their needs from external professionals.</p>	<p>Individual Education Plans (IEPs) Additional to Provision Maps, IEPs have targets based on a child’s primary need which are actioned and reviewed at three points in the academic year.</p>	<p>TAC / TAF Meeting Team Around the Child / Family meeting – usually held with a variety of professionals / specialists to draw up a plan of support and further action to meet the needs of an SEND pupil.</p>	<p>Primary Need The main need causing a requirement for provision that is ‘additional to’ or ‘different from’. Children often other areas of need too, which contribute to their SEND.</p>
<p>EHCP An Education, Health and Care Plan – a legal, statutory document which details a person’s education, health and care needs and provision.</p>	<p>Annual Review The statutory review process that must be held every year to ensure that a child’s EHCP is up-to-date, accurate and meeting the needs of the child.</p>	<p>Triage meeting The meeting held by the SPA team to talk through a RfAS and decide the next course of action.</p>	<p>0-25 Team Devon’s SEND team who manage the EHCP applications/assessments and funding for SEND children and young adults aged 0-25 years.</p>

<p>EHCNA An Education, Health and Care Needs Assessment – this must be applied for with significant evidence of Graduated Response before being accepted.</p>	<p>Early Help The initial response to an identified need or issue, usually using resources available to the school.</p>	<p>Differentiation The planning a teacher does to ensure that work and objectives are tailored to meet the needs of individuals, rather than teaching one concept in one way.</p>	<p>SEND Local Offer The ‘local offer’ made by Devon and carried out by all schools, to meet the needs of SEND pupils.</p>
<p>Educational Psychologist (EP) Supports the school in meeting the needs of SEND pupils. Assesses and advises on provision and supports additional referrals.</p>	<p>SEMH Team Supports the school with children who have SEMH needs, usually advising on behaviour management strategies.</p>	<p>Communication and Interaction Team Supports the school with pupils who are diagnosed with Autism or who are awaiting an Autism assessment. Advises on provision and strategies to support the wellbeing of autistic pupils.</p>	<p>Speech and Language Team Assesses and plans targeted provision for children with Speech, Language and Communication Needs (SLCN).</p>
<p>Dyslexia Support Specialist Assesses children with Literacy difficulties and advises on appropriate provision for any children presenting with Dyslexia.</p>	<p>School Nurse Referrals can be made to the school nurse for issues surrounding the physical and/or mental health of our pupils.</p>	<p>Education Welfare Officer (EWO) Monitors the attendance of pupils and supports the school in raising the attendance of any pupils who are persistently absent.</p>	<p>Inclusion Officer (IO) Supports schools with monitoring and ensuring the inclusion of children who may be struggling to access their education.</p>
<p>Teaching Assistant (TA) Provides learning support within the classroom to enable the class teacher to differentiate for and ensure appropriate provision for all pupils, including those with SEND.</p>	<p>SEND C.o.P. The SEND Code of Practice – a legal document detailing the statutory requirements a school must adhere to when providing for SEND pupils.</p>	<p>CAMHS Child and Adolescent Mental Health Service – supporting children with SEMH needs.</p>	<p>CYP Children and Young People</p>
<p>PSA Parent Support Advisor – Mrs Sarah Burke fulfils this role at HPNS. Parents can be referred to the PSA via the SENDCo.</p>	<p>SENDCo Special Educational Needs and Disabilities Co-ordinator, responsible for the strategic management of the SEND provision within the school. The HPNS SENDCo is Mrs Hannah Downing.</p>	<p>ASC / ASD Autistic Spectrum Condition / Disorder</p>	<p>ADD / ADHD Attention Deficit Disorder Attention Deficit Hyperactivity Disorder</p>
<p>AS Asperger Syndrome</p>	<p>ChiN Child in Need</p>	<p>CP / CP Level Child Protection / at Child Protection Level</p>	<p>GLD Global Learning Delay</p>
<p>EAL English as an Additional Language</p>	<p>FAS / FASD Foetal Alcohol Syndrome Foetal Alcohol Spectrum Disorder</p>	<p>FSM Free School Meals – children who receive free school meals may have this acronym by their name on the RoN or other paperwork.</p>	<p>CiC / LAC Child in Care Looked After Child/ren</p>

HI Hearing Impaired	VI Visually Impaired	MASH Multi-Agency Safeguarding Hub – who we refer safeguarding concerns to.	PDA Pathological Demand Avoidance (often comes as a strand of Autism)
MLD Moderate Learning Difficulty	ODD Oppositional Defiance Disorder	OT Occupational Therapist	SALT / Sp & L Speech and Language Therapy
PEP Personal Education Plan (for looked after children)	PMLD Profound and Multiple Learning Difficulties	PP Pupil Premium – children who are PP bring in additional funding to the school, either through being in a services family, CiC/LAC, income-related.	SPD Sensory Processing Disorder
SLD Severe Learning Difficulty	SM Selective Mutism	SpLD Specific Learning Difficulty	PECS Picture Exchange Communication System
AAC Augmentative and Alternative Communication (currently being used in Reception at HPNS)	Fine Motor Skills Small movements required of the body, such as picking up a pencil or doing up buttons or zips.	Gross Motor Skills Whole body actions, such as playing games, swimming or riding a bike.	