

KEY

- A special Educational Need
- A person or Team
- A place or Service
- Terms or Documents

Special Educational Needs ABBREVIATIONS & ACRONYMS

The Special Educational Needs (SEN) world can be full of acronyms and abbreviations that can leave us feeling overwhelmed and confused. At Inspire 321, we have created this guide to help you on your SEN journey, whether you are a parent, carer, teacher, social worker, child, young person or any other individual experiencing SEND in any capacity; we hope this helps you.

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ADHD

Attention deficit hyperactivity disorder is a type of condition known as a neurodevelopmental condition. Neurodevelopmental conditions like ADHD affect the way the brain develops and works, which can impact an individual's behaviour and the way they experience the world around them.

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ADD

Attention deficit disorder is a term used for people who have excessive difficulties with concentration without the presence of other ADHD symptoms such as excessive impulsiveness or hyperactivity.



ARP

Additional resource(d) provisions provide some schools with additional funding and resources to cater for a specific special educational need or disability. Typically, ARPs can only be accessed by children with an Education, Health and Care Plan (EHCP).



BSP

A positive **behaviour support plan** is a care plan created to help understand and support children, young people and adults who display challenging behaviour. It supports an individual to take responsibility for their own behaviour and make more appropriate choices.

ASC

Autism spectrum condition is an overarching term used to describe autism, Asperger's Syndrome, pathological demand avoidance (PDA) and pervasive developmental disorder (PDD). It is a lifelong developmental disability, which affects how a person communicates, relates to other people and makes sense of the world around them.

CAYPIC

Formally child looked after (CLA)/ looked after child (LAC)- A **child and young person in care** is a child who has been in the care of their local authority for more than 24 hours. Children looked after are living with foster carers, living in residential children's home or living in a residential setting like schools or secure units.

CYP

Children & Young People

CAMHS

Child and adolescent mental health service is the NHS service that assess, diagnose, treat and support young people with emotional, behavioural or mental health difficulties.

COP

The **SEND Code of Practice** provides guidance on the special educational needs and disability systems for children and young people aged 0 to 25. It explains the duties of the local authorities, health bodies, schools and colleges to provide for those with special educational needs.

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EAL

English as an additional language is used to describe the teaching of English where it is not a person's first language. EAL learners may have varying levels of English knowledge, with some children learning from scratch, and others having some pre-existing knowledge but perhaps speaking another language at home, as well as English.

EP

Educational psychologists assess challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders. They may observe a child or young person in class or at play. They complete various assessments to check the skills and intellectual development of a child or adolescent who may not be making the expected progress developmentally or academically.

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HI

A person is said to have a **hearing impairment** if they are not able to hear as well as someone with normal hearing. It can be mild, moderate, moderately severe, severe or profound, and can affect one or both ears.

EHCP

An **education health and care plan** is a legal document which describes a child or young person's (up to the age of 25) special education, health and social care needs and set out the extra help and support to meet those needs, and overcome barriers to learning. It identifies meaningful education and other outcomes the child or young person would like to achieve.

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EW0

Education welfare officers make sure that children attend school and get the support they need. They work closely with school staff to identify and resolve attendance concerns.

IEP

An **individual education plan** is an individualised plan is a document that helps teaching staff plan for a child with special educational needs to describe the provision and adaptations they need to access learning in the classroom. This plan should be used to review a child's progress.

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LA

The **local authority** is responsible for a range of vital services for people and businesses in defined areas. They cover social care, schools, housing and planning and waste collection. Smaller services include licensing, business support, registrar services and pest control.



LSA/TA/HLTA

Teaching assistants support teachers and help children with their educational and social development both in and out of the classroom. In secondary school, teaching assistants are often known as learning support assistants. Level 4 TAs are known as HLTAs, they have increased responsibility and can teach classes of their own and can cover planned absences.

MSI

Children and young people with **multi-sensory impairment** have impairments of both sight and hearing.

LO

Every local authority will publish a **local offer**. It provides information about all the services and support available for children and young people with SEND aged 0-25, as well as their parents or carers. There is also a local offer for care leavers.



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MLD

Moderate learning difficulties affect the way an individual processes information and will have difficulty accessing the curriculum, even when the learning is well differentiated and support is in place. Children with MLD can often struggle with reading, writing, arithmetic and comprehension. They may also find it difficult to focus and concentrate and may experience problems with attention, organisation, planning and problem-solving.

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OCD

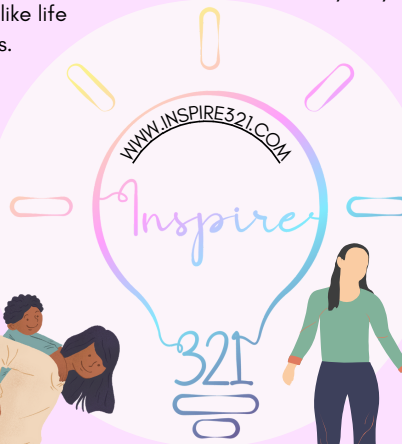
Obsessive compulsive disorder is a common mental health condition where a person has obsessions—unwelcome thoughts, images, urges, worries or doubts that repeatedly appear in your mind; and compulsions—repetitive activities that you do to reduce the anxiety caused by the obsession. OCD can become more severe when an individual is stressed about other things, like life changes, health, money, work or relationships.

OT

As an **occupational therapist** helps people who have difficulties carrying out day-to-day activities because of a disability, illness, trauma, ageing, and a range of long-term conditions. They look at activities they find difficult and see if there's another way they can do them

ODD

Oppositional defiant disorder is a type of behaviour disorder. Children with ODD are frequently and persistently negative and disruptive with their behaviour, including: uncooperative, defiant, argumentative. These behaviours are generally towards parents, teachers and other authority figures.



PMLD

A **profound and multiple learning disability** is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent. Someone with a profound and multiple learning disability might have difficulties seeing, hearing, speaking and moving.

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SENDIASS

SEND information, advice and support service is for parents and carers of children and young people with special educational needs and disabilities. It includes health and social care where it is linked to education. This service is also offered directly to young people. All local authorities will have a SEND IAS service and can be found on the local offer.

SLCN

Speech, language and communication needs describes children and young people who have difficulties with: producing speech sounds accurately, stammering, voice problems such as hoarseness, and loss of voice.

SALT

Speech and language therapists help people with speaking and communication problems and those with eating and swallowing difficulties.

SENCO

A **Special Educational Needs Co-ordinator**, is the school teacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND).

SPLD

Specific learning difficulties affect the way information is learned and processed. They impact certain areas of learning, namely reading, writing, spelling, and mathematics. The most common SpLDs are dyslexia, dyspraxia, dyscalculia and dysgraphia.

PDA

Pathological Demand Avoidance involves the avoidance of everyday demands and expectations to an extreme extent. This demand avoidance is often (but not always) accompanied by high levels of anxiety. Children and young people with PDA share autistic characteristics, and it is known to be a profile on the autism spectrum. However, those with PDA have a better social understanding and communication skills than some others autistic people, and use this to their advantage.

SEN

Special educational needs is a learning challenge or disability that make it more difficult for a child or young person to learn than most others their age. They may have problems with schoolwork, communication and/or behaviour.

SEND

As SEN.

A **disability** is a physical or mental impairment. The impairment has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

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VI

Visual impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses.



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