

Special Educational Needs (SEN) – Glossary of Terms

A Guide for Parents/Carers

Annual Review – a review of a Statement of Special Educational Needs which an education authority must undertake at least every 12 months.

Connexions Service – a service providing a single point of access for all 13-19 year olds to help them prepare for the transition to work/college and into adult life.

Connexions Personal Advisers (PAs) – provide a universal information, advice and guidance service for all young people 13-19.

DfES – Department for Education and Skills

Disability Rights Code of Practice for Schools/

Disability Rights Code of Practice for Post 16 Provision – both explain the duties to avoid disability discrimination in education.

Disagreement Resolution – arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and a local education authority or a school (see separate leaflet for further detail(s)).

Early Years Settings – all pre-school education provision such as nursery classes and schools, day nurseries and play groups.

Early Years Action – when an Early Years setting identifies that a child has special educational needs, action is taken by giving help that is additional to or different from the help most children receive.

Early Years Action Plus – when the Early Years setting identifies that a child has special educational needs that require advice and/or support from other agencies.

Educational Psychologist – help in assessing your child's special educational needs and giving advice to schools.

Individual Education Plan (IEP) – a document that sets targets for your child to achieve. The plan should include:

- your child's short-term learning and behaviour targets;
- specific details about the help which will be given;
- specialists involved and materials/equipment to be used;
- teaching strategies;
- monitoring arrangements;
- success criteria.

IEPs will normally be written for children at Early Years Action, Early Years Action Plus, School Action, School Action Plus and for children with Statements. You and your child should be involved in writing/reviewing the IEP.

Independent Parental Supporter (IPS) – someone who can give support to parents (for further details see separate leaflet).

Learning Support Assistant (LSA) – an assistant providing in-school support for pupils with special educational needs. An LSA works under the direction of a class teacher as considered appropriate.

Named LEA Officer – an officer of the local authority who will deal with your child's case and who will talk to you if you have any enquiry or concern.

National Curriculum – what the Government has decided that all children in mainstream schools will learn.

Note-in-Lieu – a document that describes your child's special educational needs, explains why a Statement is not required and which sets out what should be done to help your child.

OFSTED – Office for Standards in Education.

Parent Partnership Service (PPS) – provides support and information to parents/carers whose children have special educational needs (for further details see separate leaflet).

School Action – when a class or subject teacher, working with the Special Educational Needs Co-ordinator (SENCO), identifies that a child has special educational needs that require advice and/or support from outside agencies, they take action by giving help that is additional to or different from the help most other children have.

SEN Code of Practice – a document from the government which provides practical advice to those carrying out their statutory duties to identify, assess and make provision for children's special educational needs.

Special Educational Needs Co-ordinator (SENCO) – the teacher with responsibility for the planning and monitoring of the special educational provision within your child's school.

Special Educational Needs Disability Tribunal (SENDIST) – an independent body that hears appeals against decisions made by Education Bradford on Statutory Assessments and Statements.

SEN Provision – the additional or different help/support given to children with special educational needs.

Settings – the term usually used for pre-schools or nursery schools.

Special Schools – a school that is organised to make special educational provision for pupils with SEN and available for children with Statements of Special Educational Needs (refer to separate leaflet for further details).

Statutory Assessment – a very detailed assessment of a child's special educational needs (refer to separate leaflet for further details).

Statement of Special Educational Needs – a legal document that sets out a child's needs and the specific help he or she must receive.

Transition Plan – a plan drawn up after the Year 9 Annual Review of a Statement to draw together information from a range of individuals within and beyond the school to plan for the young person's transition to adult life.