



Brentnall Community Primary School

## GLOSSARY OF TERMS

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## GLOSSARY OF TERMS

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| ADHD/<br>ADD | Attention Deficit<br>Hyperactivity<br>Disorder/Attention<br>Deficit Disorder | It is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses and can affect concentration levels.<br>Children with ADD/ADHD may be:<br>- Inattentive, hyperactive, and impulsive (the most common form)<br>- Inattentive, but not hyperactive or impulsive.<br>- Hyperactive and impulsive, but able to pay attention.  |
| AR           | Annual Review  | The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review must be held every six months for children in early years.   |
|              | Areas of Need  | Four broad categories used to describe a pupil's SEN. They are: communication and interaction, cognition and learning, social, emotional and mental health (SEMH) and sensory and/or physical needs.   |
|              | Assessment   | This involves building a picture of your child's abilities, difficulties, behaviour, their special educational needs and the support required to meet those needs. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. |
|              | Asperger Syndrome  | An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.  |
| ASD/<br>ASC  | Autistic Spectrum<br>Disorder/ Autistic<br>Spectrum Condition                | Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics can include poor social skills, difficulties with speech language and communication and rigid thoughts and resistance to change.  |
| CAMHS        | Child and Adolescent<br>Mental Health Service                                | CAMHS is used as a term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.   |
|              | Cognitive Ability  | Thinking and reasoning abilities. A term often used by psychologists instead of intelligence.  |
| CoP          | SEN Code of Practice   | The SEN Code of Practice gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.   |
| DfE          | Department for<br>Education  | Central government department responsible for the education of children and young people.  |
|              | Developmental Delay  | A delay in reaching the normal stages of development, for example sitting, crawling or talking.  |
|              | Differentiation  | Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons and organising the classroom.  |
| DoH          | Department of Health   |  |
|              | Dyscalculia  | Children with dyscalculia have difficulty in acquiring mathematical skills. Dyscalculia is a type of Specific Learning Difficulty (SpLD).  |

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|      | Dysgraphia                          | Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page.   |
|      | Dyslexia                            | Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD).   |
|      | Dyspraxia                           | A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD).   |
|      | Expressive Language                 | How a child or young person expresses ideas, thoughts and feelings through speech.   |
|      | Fine Motor Skills                   | Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.  |
|      | Education, Health & Care assessment | A single, integrated assessment which should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an EHCP. Can be requested by parents, young people or schools  |
| EHCP | Education, Health & Care Plan       | The plan is a legal document describing a young person's needs, the provision to meet those needs and the most suitable educational placement. An EHCP must be person centred, focusing on the needs and aspirations of the child or young person. EHCPs will continue into further education and training, and for some young people up to the age of 25. |
| EP   | Educational Psychologist            | Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.   |
| EWO  | Educational Welfare Officer         | Employed by the LA to make sure that children are getting the education they need. They deal with school attendance.   |
|      | Global Delay                        | A general delay in acquiring normal developmental milestones.  |
|      | Governors                           | Each school has a board of governors that are responsible to parents, funders and the community for making sure the school provides a good quality education.  |
|      | Graduated Response                  | A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN.   |
|      | Gross Motor Skills                  | Whole body actions for example, playing games, swimming or riding a bicycle.   |
| HI   | Hearing Impairment                  | Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Children with hearing impairments might require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.    |
|      | Hyperactivity                       | Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties.   |
|      | Inclusion                           | Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.  |

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| IEP    | Individual Education Plan         | An IEP sets out the special help that a child will receive at school to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP. An IEP should be reviewed regularly.   |
| LD     | Learning Difficulties             | Children will have levels of educational abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.<br>A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.   |
| LA     | Local Authority                   | The Local Authority is responsible for providing education and for making education, health and care assessments and maintaining Education, Health and Care Plans.   |
| LAC    | Looked After Children             | A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.   |
|        | Local Offer                       | Local authorities are required to publish a 'local offer'. A local offer is intended to provide information about provision it expects to be available to children with SEN and disabilities in their area. Most schools also publish their own local offer, Brentnall's is available on our website.  |
|        | Mainstream School                 | A primary or secondary school which is in direct control of a local authority.   |
|        | Mediation                         | Mediation is a way of sorting out a disagreement in a safe and friendly environment. The mediation service is completely neutral and independent of schools and the local authority.   |
| MLD    | Moderate Learning Difficulties    | Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.   |
|        | Non-verbal skills                 | Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.  |
| Ofsted | Office for Standards in Education | An inspection team that visit and inspects schools and local authorities, they oversee the quality of the provision of education and care through inspection and regulation.   |
| OT     | Occupational Therapist            | Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.  |
|        | Our Story                         | The family report or story for an Education, Health & Care Needs assessment. This report can be completed by the family independently or with support.   |
| PD     | Physical Disability               | There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. There are a number of medical conditions associated with physical disability which can impact on mobility, these include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. |
|        | Physiotherapists                  | Physiotherapists see children who have difficulties with movement e.g. walking, kicking a ball. The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.  |
|        | Receptive Language                | The ability to understand what is being said.  |

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| SalT        | Speech and Language Therapist              | Assesses children's speech, language and communication needs.  |
| SEN         | Special Educational Needs                  | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.  |
| SEN support | Special Educational Needs Support          | When a child or young person has been identified as having special educational needs, schools should take action to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four-part cycle: assess, plan, do, review. |
| SENCO       | Special Educational Needs Co-ordinator     | A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met. Brentnall's SENCO is Mrs Mendham.               |
| SEND        | Special Educational Needs and Disabilities | A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.   |
| SI          | Sensory Impairment                         | A sensory impairment is when one or more of the senses (sight, hearing, smell, touch, taste or spatial awareness) are not working as it should.  |
| SW          | Social Worker                              | A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.  |
| SpLD        | Specific Learning Difficulties             | General learning abilities in the average range but difficulties in one or more particular areas of learning.  |
|             | Special School                             | A school which is resourced and organised to provide for the education of pupils with an Education, Health & Care Plan who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching.  |
|             | Statutory Assessment                       | This is the legal process for producing an Education, Health and Care Plan (EHCP). Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan.  |
| TA          | Teaching Assistant                         | A teaching assistant is employed to support whole classes, small groups or individual pupils.  |
|             | 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.   |
| VI          | Visual Impairment                          | Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses.   |