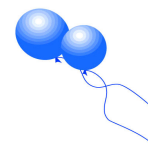


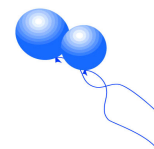
# SEN Jargon

- a parent's guide to language and terms used in special educational needs.

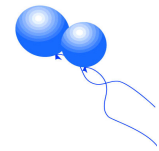


<b>Annual Review</b>		A review of the statement held once a year to ensure that the provision continues to meet the child's needs
<b>CAMHS</b>		Community and Adolescent Mental Health Service
<b>Connexions</b>		A service to help all young people aged 13 to 19 prepare for transition into work and adult life.
<b>C.o.P.</b>	Code of Practice	A guide to schools and local education authorities about the help to be given to children with special educational needs. Schools and local authorities must have regard to the Code when working with a child with Special Educational Needs.
<b>DfE</b>	Department for Education	Central government department responsible for education
<b>EPS</b>	Educational Psychology Service (EP = Educational Psychologist)	This service supports schools, parents and the LEA in meeting the learning needs of all pupils, but particularly those who have special educational needs. Educational Psychologists assess how children develop and learn
<b>EWO</b>	Educational Welfare Officer	Employed by the LEA to make sure that children are getting the education they need. They deal with school attendance
<b>EWS</b>	Education Welfare Service	This service works closely with schools, pupils and parents in promoting regular school attendance and helping to resolve difficulties that may lead to a child not attending school regularly.
<b>Final Statement</b>		A statement of special educational needs that has been completed by Childrens Services. (See also Statement of Special Educational Needs).
<b>Governors</b>		A school's governing body oversees the workings of the school. It includes an SEN Governor and a Parent Governor
<b>IEP</b>	Individual Education Plan	A plan of the support to be provided for a pupil with special educational needs.

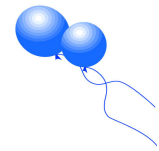
If you need further information, please contact Parent Partnerships at 11 Orchard Street, Newport  
Isle of Wight, PO30 1JZ.  
Tel/Fax: 01983 825548. E-mail: [parentpartnership@iow.gov.uk](mailto:parentpartnership@iow.gov.uk)  
[www.iwpp.co.uk](http://www.iwpp.co.uk)



<b>IPS</b>	Independent Parental Supporter	Someone who can support parents, for example by going to meetings and help parents understand the SEN framework.
<b>LA</b>	Local Authority	Isle of Wight Council has Children's Services which is a combined education and social care service.  The Local Authority is responsible for providing education and for making statutory assessments and maintaining Statements
<b>LSC</b>	Learning and Skills Council	The body responsible for funding and planning education and training for over 16 year olds in England.
<b>LSA, TA, CA</b>	Learning Support Assistant Teaching Assistant Classroom Assistant	Non-teaching support staff who work with children with special educational needs in the classroom.
<b>MLD</b>		Moderate Learning Difficulties
<b>Named Officer</b>		The LEA officer who liaises with parents over the assessment and statementing process
<b>Note in Lieu</b>		A note in which the LEA sets out the reasons for their decision <b>not</b> to make a statement after a statutory assessment.
<b>OFSTED</b>	Office for Standards in Education	Inspection team that visit and inspects schools.
<b>OT</b>	Occupational Therapist	Assess how to maximise and maintain individual independence in everyday living skills. They can advise on aids, equipment or home/school adaptations.
<b>PPS</b>	Parent Partnership Service	Provide advice and information to parents whose children have special educational needs. It provides impartial and factual support on all aspects of the SEN provision to help parents play an active and informed role in their child's education.
<b>Proposed Statement</b>	Draft Statement	The initial statement sent out to parents by the Special Needs Officer for comments, also referred to as the Draft Statement.



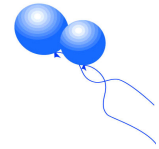
<b>SALT</b>		Speech and Language Therapist
<b>SEN</b>	Special Educational Needs	Children have special educational needs if they have learning difficulties that requires extra or different help
<b>SENCO</b>	Special Educational Needs Co-ordinator	The teacher responsible for Special Educational Needs within a school
<b>SENDIST</b>	The Special Educational Needs and Disability Tribunal	An independent body that hears appeals lodged by parents/carers against SEN decisions made by the Local Authority. SENDIST also hears most claims of unlawful discrimination in admissions exclusions and education and associated services.
<b>SLD</b>		Severe Learning Difficulties
<b>Special School</b>		A school which is resourced and organised to provide for the education of pupils with a Statement who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching.
<b>Statement</b>	Statement of Special Educational Needs	A document written by the LEA that sets out a child's needs and all the extra help he or she should get
<b>Statutory Assessment</b>		A very detailed examination of a child's special educational needs. It may lead to a statement
<b>Transition Plan</b>		A plan drawn up at Year 9 annual review of a statement. It sets out the steps needed to move from school into adult life.
<b>Definition of Terms used in Reports</b>		
<b>Cognitive Ability</b>	Thinking and reasoning abilities. A term often used by psychologists instead of intelligence.	
<b>Comprehension</b>	Understanding of spoken or written material or practical situations.	



<b>Developmental Delay</b>	A delay in reaching the normal stages of development, for example sitting or talking
<b>Expressive Language</b>	How a child expresses ideas, thoughts and feelings through speech
<b>Fine Motor Skills</b>	Small movements of the body, for example using fingers to pick up small items, pencil grip or doing up zips and buttons
<b>Gait</b>	The way in which a child walks
<b>Global Delay</b>	A general delay in acquiring normal developmental milestones
<b>Gross Motor Skills</b>	Whole body actions, for example playing games, swimming or riding a bicycle
<b>Hyperactivity</b>	Difficulty in concentrating or sitting still for any length of time. Restless, fidgety behaviour, also a child may have sleeping difficulties
<b>Hearing Impairment</b>	A degree of hearing loss
<b>Learning Difficulties</b>	Children will have levels of education abilities which are significantly lower than children of a similar age. Basic reading and number skills are well below average.
<b>Literacy Skills</b>	Reading, writing and spelling ability
<b>Non Verbal Skills</b>	Skills which do not require spoken or written language
<b>Receptive Language</b>	The ability to understand what is being said
<b>Resources</b>	The type of facilities and support available in schools
<b>School Action</b>	When a class teacher identify that a pupil has special educational needs, they provide interventions that are different from those provided as part of the school's usual differentiation curriculum.
<b>School Action Plus</b>	Despite having received additional support and an individualised programme at School Action, if a child is still not making significant progress, then outside specialists may be involved. A new IEP will usually be written. The SENCO will take the lead in arrangements and the classteacher will be responsible for day-to-day support.
<b>Sensory Impairment</b>	Partial or complete hearing loss

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<b>Specific Learning Difficulties (SpLD)</b>	General learning abilities in the average range, but difficulties in one or more particular area of learning.
<b>Visual Impairment</b>	Partial or complete loss of sight

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