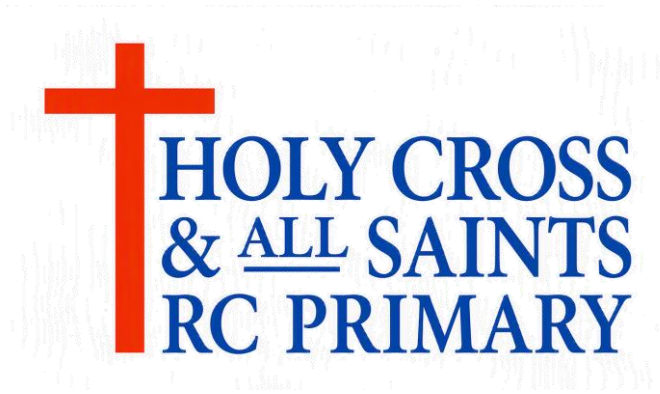




Holy Cross and All Saints RC Primary School

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SEND Glossary of Terms

A guide to the words and abbreviations used in special educational needs and disability

*"We are of the Gospel, educating all children in order for them to grow
and reach their full potential as fulfilled people in Christ"*

SEND Glossary of Terms

The SEND world is full of abbreviations. This A–Z explains, in plain English, the words and initials you are most likely to meet during a child's primary school years — in meetings, reports and letters from school, the local authority and health services. If you come across a term that is not here, please ask us — nobody is expected to know them all.

Term	What it stands for	What it means
AAC	Augmentative and Alternative Communication	AAC covers a wide range of techniques that support or replace spoken communication. These include gesture, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids (VOCAs).
Access arrangements		Adjustments made so that a child is not disadvantaged in tests and assessments — for example extra time, a reader, a scribe, rest breaks or a separate room. In primary school these are most often used in the Key Stage 2 SATs, and they must reflect the child's normal way of working.
Adaptive teaching		Adjusting teaching in the moment so that every child can access the same ambitious curriculum — through scaffolding, extra modelling, pre-teaching of vocabulary, different resources or a change of pace. It has largely replaced the older term “differentiation”, which often meant giving children different, easier work.
ADHD	Attention Deficit Hyperactivity Disorder	A difference in the way the brain manages attention, impulse and activity levels. A child may find it hard to sustain attention, wait, sit still or think before acting. Diagnosis is made by a paediatrician or CAMHS.
Annual review		The review of an Education, Health and Care plan. The first review must be held within 12 months of the plan being issued, and then at least every 12 months after that. For children under five, the plan is reviewed at least every six months.
Appendix		A report written by a professional — for example school, an educational psychologist or a therapist — during an education, health and care needs assessment. The information in the appendices is used to write the EHC plan if one is issued.
Assess, plan, do, review		The four-part cycle used for every child receiving SEN Support. We work out what the need is, agree what we will do, put the support in place, then review whether it has worked — and start again with a clearer picture.

Term	What it stands for	What it means
Attachment		The bond between a child and the adults who care for them. Where early experiences have made that bond harder to form, a child may find trust, separation and relationships at school difficult, and will need a consistent, predictable adult in school.
Autism	Autism Spectrum Condition (ASC) or Disorder (ASD)	A lifelong difference in how a person communicates, interacts socially and experiences the world, including how they process sensory information. Autistic children are all different — a diagnosis describes a way of being, not a level of ability. Diagnosis is made by a paediatrician or a specialist assessment team.
Baseline assessment	Reception Baseline Assessment (RBA)	A short, activity-based check of early language, literacy and mathematics carried out in the first weeks of Reception. It is used nationally as a starting point for measuring progress, not as a judgement on the child.
CAMHS	Child and Adolescent Mental Health Services	NHS services for children and young people experiencing significant emotional or mental health difficulties.
CC	Continuing Care (children)	Extra health support arranged and funded by the NHS for a child whose complex health needs cannot be met by existing services.
CDC	Council for Disabled Children	The national body that brings together organisations working with disabled children and children with SEND.
Children and Families Act 2014	C&F Act 2014	The law that created the current SEND system in England. It introduced Education, Health and Care plans in place of Statements, required every local authority to publish a Local Offer, extended support from birth to the age of 25, and gave families more choice and control over the support they receive, including personal budgets.
CiC	Children in Care	Children who are looked after by the local authority. Also written LAC (Looked After Children). Every school has a designated teacher for children in care.
CIN	Children in Need	Children assessed as needing extra help from children's social care under section 17 of the Children Act 1989.
Code of Practice	SEND Code of Practice: 0 to 25 years	The statutory guidance on identifying and supporting children with SEND. Schools, early years settings, local authorities and health services must have regard to it.
Cognition and learning		One of the four broad areas of need in the SEND Code of Practice. It covers children who learn at a slower pace than their peers, and those with a specific learning difficulty such as dyslexia.
Cognitive ability		Thinking and reasoning abilities. A term often used by psychologists instead of "intelligence".

Term	What it stands for	What it means
Communication and interaction		One of the four broad areas of need in the SEND Code of Practice. It covers speech, language and communication needs, and the social communication differences associated with autism.
Comprehension		Understanding of spoken or written material, or of practical situations. A child can read words accurately and still find comprehension difficult.
CSC	Children's Social Care	The council service that supports children who are in need, at risk of harm, or in care.
CYP	Children and young people	
DCO / DMO	Designated Clinical Officer / Designated Medical Officer	The health professional who supports the local authority and the NHS to meet their duties towards children and young people with SEND, and who co-ordinates health advice for EHC needs assessments.
Designated Safeguarding Lead	DSL	The senior member of staff responsible for safeguarding and child protection in school. Every school must have one, and a deputy.
Developmental delay		A delay in reaching the usual stages of development — for example sitting, walking or talking.
DfE	Department for Education	The central government department responsible for education.
DHSC	Department of Health and Social Care	The central government department responsible for health and social care. Previously the Department of Health (DoH).
Direct payments	DP	Money paid to a family so that they can arrange and buy agreed support themselves, rather than the council or the NHS arranging it for them.
Dyscalculia		A specific learning difficulty affecting the ability to acquire mathematical skills — understanding number, place value, number facts and calculation — despite good progress in other areas.
Dyslexia		A specific learning difficulty affecting reading, writing and spelling, despite good progress in other areas. It is often linked to difficulties with phonological awareness, working memory and processing speed.
Dyspraxia	Developmental Co-ordination Disorder (DCD)	A specific learning difficulty affecting the co-ordination of movement, which may show in handwriting, dressing, using cutlery, PE and organising equipment.
Early Help		Support offered to a family as soon as a difficulty emerges, before it becomes serious enough to need social care. It usually starts with an early help assessment and a Team Around the Family meeting.

Term	What it stands for	What it means
EBSA	Emotionally based school avoidance	When a child finds it very hard to attend school because of emotional distress rather than because they are choosing not to come. It needs an understanding, gradual response from school, family and often outside services together.
Educational Psychologist	EP	A professional who assesses how children learn, develop and manage their emotions, and advises school and families on strategies and provision. Our families are supported by the Salford Educational Psychology Service.
EHC needs assessment	Education, Health and Care needs assessment	A single, co-ordinated assessment of a child's education, health and care needs, carried out by the local authority. Parents, the school and professionals all contribute. The assessment must be carried out in a timely way, and the whole process — from the request being made to a final plan being issued — should take no longer than 20 weeks.
EHC plan	Education, Health and Care plan (EHCP)	A legal document for a child or young person from birth to the age of 25 that describes their needs, the provision required to meet those needs, and the most suitable educational placement. It must be person-centred, focusing on the child's own needs and aspirations. EHC plans replaced Statements of Special Educational Needs, and can continue into further education and training. A child with a health or social care need only will not be issued with an EHC plan unless that need affects their education.
ELSA	Emotional Literacy Support Assistant	A member of school staff trained to deliver planned, short-term sessions helping children understand and manage feelings, friendships, worry, anger or loss.
Equality Act 2010	EA 2010	The law that protects people from discrimination. It requires schools to make reasonable adjustments so that disabled children are not put at a substantial disadvantage, and to plan positively to improve access over time.
EWO	Education Welfare Officer	An officer employed by the local authority to make sure children receive the education they are entitled to. They deal with school attendance.
Expressive language		How a child expresses ideas, thoughts and feelings through speech.
EYFS	Early Years Foundation Stage	The curriculum and welfare framework for children from birth to the end of the Reception year. It ends with the EYFS Profile, a teacher assessment of each child against the early learning goals.

Term	What it stands for	What it means
Fine motor skills		Small, precise movements — for example using fingers to pick up small items, holding a pencil, or doing up zips and buttons.
First-tier Tribunal (SEND)		The independent tribunal that hears appeals by parents and carers against local authority decisions about EHC needs assessments and plans. It also hears most claims of disability discrimination by schools.
Gait		The way in which a child walks.
Global delay		A general delay in reaching developmental milestones across several areas of development.
Governors		The school's governing body, which oversees the running of the school. It includes a SEND link governor and parent governors.
GP	General Practitioner	The family doctor, and usually the first point of contact for health concerns and referrals.
Graduated approach		The staged way schools respond to need — starting with everyday classroom adjustments, then targeted support, then specialist support, revisiting what is working at each stage. In Salford this is set out in the THRIVE framework.
Gross motor skills		Whole-body movements — for example running, playing games, swimming or riding a bicycle.
Health visitor		The community nurse who supports families with children from birth to five, including development checks and advice on feeding, sleep, behaviour and toileting.
Hearing impairment	HI	A degree of hearing loss, from mild or temporary (for example glue ear) to profound.
Hyperactivity		Difficulty concentrating or sitting still for any length of time. Restless, fidgety behaviour, and sometimes difficulty sleeping.
ICB	Integrated Care Board	The NHS body responsible for planning and buying health services in an area. ICBs replaced Clinical Commissioning Groups (CCGs) in 2022. Ours is NHS Greater Manchester.
IEP	Individual Education Plan	A plan setting out a child's targets, the support in place to reach them and who is providing it. Reviewed regularly with the family. Some schools call this a support plan, a pupil passport or a provision plan.
InCo	Area Inclusion Co-ordinator	The co-ordinator who supports inclusion across early years settings, before a child starts school.

Term	What it stands for	What it means
Individual Healthcare Plan	IHP	A plan written with the family, the school nurse and any other professional involved, setting out how a child's medical condition will be managed in school, including medicines, training and what to do in an emergency.
INMSS	Independent and non-maintained special schools	Special schools that are not run by a local authority. They can be named in an EHC plan in some circumstances.
Intervention		A short, structured programme delivered to a small group or an individual, in addition to normal classroom teaching, to close a specific gap. Interventions are time-limited and their impact is measured — for example a daily reading programme or a speech and language group.
IPSEA	Independent Provider of Special Education Advice	A national charity offering free, independent legal advice and support to families on SEND law, including help with appeals.
Key stage	KS1, KS2	The stages of the primary curriculum. Key Stage 1 is Years 1 and 2; Key Stage 2 is Years 3 to 6. Reception is part of the Early Years Foundation Stage.
Learning difficulties		A child has a learning difficulty if they find learning significantly harder than most children of the same age. Basic reading, writing and number skills are often well below the expected level.
Literacy skills		Reading, writing and spelling ability.
Local Authority	LA	For our families this is Salford City Council. The local authority is responsible for education services in the area, for carrying out education, health and care needs assessments, and for maintaining EHC plans.
Local Offer		The information a local authority must publish about the support it expects to be available for children and young people with SEND in its area, both in and outside school. Salford's Local Offer is at salford.gov.uk/localoffer . Schools also publish their own school SEND Local Offer, which sets out what is available here.
LSA, TA	Learning Support Assistant, Teaching Assistant	Support staff, who are not qualified teachers, who work with children in the classroom — including children with special educational needs.
Mainstream school		A primary or secondary school that is not a special school. Most children with SEND attend a mainstream school.

Term	What it stands for	What it means
Makaton		A language programme that uses signs and symbols alongside speech, designed to give children who cannot yet communicate effectively by speaking a way to make themselves understood.
MDT	Multi-disciplinary team	A group of professionals from different services — for example education, health and social care — who work together around one child.
Mediation		A way of sorting out a disagreement in a safe and supportive setting. A neutral, experienced mediator helps everyone reach an agreement, and the service is independent of schools and the local authority. Families must consider mediation before appealing to the First-tier Tribunal about the content of an EHC plan, although they do not have to go through with it.
My views, our views		The child's own contribution to an education, health and care needs assessment, and the family's contribution alongside it. A child can complete theirs independently or with support from an adult.
Named officer		The local authority caseworker who liaises with parents and co-ordinates an education, health and care needs assessment and the final plan.
NHS	National Health Service	
Non-verbal skills		Skills that do not require spoken or written language, but use other ways of communicating — for example gesture and facial expression.
Nurture provision		A small, calm group, often with a snack and shared routines, where children who find the classroom overwhelming can build confidence, language and relationships before returning to full class life.
Occupational Therapist	OT	A professional who assesses how to build and maintain a child's independence in everyday living skills, including fine motor and sensory needs. They can advise on aids, equipment and adaptations at home and at school.
Ofsted	Office for Standards in Education, Children's Services and Skills	The body that inspects schools and other services. With the Care Quality Commission, Ofsted also inspects how well a local area meets the needs of children with SEND.
One page profile		A short, child-friendly document describing what people appreciate about a child, what matters to them and how best to support them. It travels with the child and is shared with the adults who work with them.

Term	What it stands for	What it means
Paediatrician		A doctor specialising in children's health and development. A community paediatrician assesses developmental concerns and is usually the route to a diagnosis of conditions such as ADHD or autism.
PECS	Picture Exchange Communication System	A form of alternative and augmentative communication in which a child is taught to communicate with an adult by handing them a card with a picture on it. PECS is based on the idea that children who cannot yet talk or write can be taught to communicate using pictures.
Personal budget		An amount of money identified by the local authority to deliver parts of the provision set out in an EHC plan, where the family wants to be involved in arranging that provision themselves. It can be arranged as direct payments to the family, held by the local authority or school, managed by a third party, or a combination of these. A personal budget can only be requested where an EHC plan is in place or the local authority has agreed to issue one.
PHB	Personal Health Budget	An amount of NHS money, planned and agreed with the family, to support a child's identified health needs.
Phonics		The way children are taught to read and spell by linking letters to the sounds they make, and blending those sounds into words. Children take a national phonics screening check in Year 1, with a repeat in Year 2 for those who need it.
Physiotherapist	Physio	A professional who assesses and supports a child's movement, posture, strength and balance, and who sets exercise programmes for school and home.
Portage		Home-visiting support for pre-school children with significant developmental needs and their families, helping parents build learning and play into everyday routines.
Pupil Premium	PP	Extra funding for schools for children who are or have been eligible for free school meals, and for children in care or previously in care (Pupil Premium Plus). It is not the same as SEND funding, although some children are eligible for both.
Quality first teaching		High-quality, inclusive teaching for every child in the class. It is the first and most important response to any child who is finding learning difficult, and comes before any intervention.

Term	What it stands for	What it means
Reasonable adjustments		Changes a school must make under the Equality Act 2010 so that a disabled child is not put at a substantial disadvantage — for example adapted resources, changes to routines, or additional adult support.
Receptive language		The ability to understand what is being said.
SaLT	Speech and Language Therapist / Therapy	A professional who assesses and supports children's speech, language and communication needs, and who sets programmes for school and home to follow.
SATs	Standard Assessment Tests	The national assessments taken at the end of Key Stage 2, in Year 6. Access arrangements can be put in place for children who need them.
Scaffolding		Temporary support that helps a child do something they could not yet do alone — a word bank, a writing frame, a worked example, a checklist — gradually removed as the child becomes secure.
School nurse		The community nurse for school-aged children. They advise on medical conditions in school, healthcare plans, continence, sleep and general health.
Selective mutism		An anxiety-based difficulty in which a child can talk freely in some situations, usually at home, but is unable to speak in others, usually at school. It is not a choice and responds to a calm, low-pressure approach.
SEMH	Social, emotional and mental health	One of the four broad areas of need in the SEND Code of Practice. It covers children whose emotional wellbeing or mental health affects their learning, whether that shows as withdrawal and anxiety or as behaviour that is hard to manage.
SEN	Special educational needs	A child has special educational needs if they have a learning difficulty or disability that calls for special educational provision — help that is different from, or additional to, that normally available to children of the same age.
SEN Support		The support put in place by a school once a child has been identified as having special educational needs, to remove barriers to learning. SEN Support takes the form of a four-part cycle — assess, plan, do, review — through which decisions are revisited and refined as understanding of the child's needs grows. This is known as the graduated approach.
SEND	Special educational needs and disabilities	

Term	What it stands for	What it means
SEND register		The school's record of the children currently receiving SEN Support or with an EHC plan. Parents are always told if their child is added to or removed from it, and being on the register is a description of the support in place, not a label.
SENDCo	Special Educational Needs and Disabilities Co-ordinator	The qualified teacher responsible for co-ordinating support for children with SEND across a school. Also written SENCO. Our SENDCo is Ms A Richardson, who is also an Assistant Headteacher.
Sensory and physical needs		One of the four broad areas of need in the SEND Code of Practice. It covers hearing and visual impairment, multi-sensory impairment and physical disability.
Sensory processing		How a child takes in and responds to sound, light, touch, taste, smell and movement. A child may be over-sensitive, under-sensitive, or both at different times, and may need sensory breaks, sensory circuits or adjustments such as ear defenders.
Short breaks		Activities and care that give disabled children time doing something they enjoy away from their parents, and give families a break. Salford's short breaks offer is published on the Salford Local Offer.
SIASS	Salford Information, Advice and Support Service	Free, impartial and confidential information, advice and support for children, young people and parents on all aspects of SEND. Every local authority must provide such a service; nationally these are known as Information, Advice and Support Services (IASS).
SLCN	Speech, language and communication needs	Difficulty understanding language, using language, speaking clearly, or using language socially. It is the most common area of need in primary schools.
SMART targets		Targets that are Specific, Measurable, Achievable, Relevant and Timely — so that everyone can tell whether they have been met.
Social Worker	SW	A professional who supports a family with practical matters such as benefit applications, respite care and household adaptations, as well as with safeguarding and family support.
Special school		A school organised and resourced to teach pupils who have an Education, Health and Care plan and who need a high level of support, and in some cases specialist facilities, equipment and teaching.
SpLD	Specific learning difficulty	General learning ability in the average range, with difficulty in one or more particular areas of learning. Includes dyslexia, dyscalculia and dyspraxia.

Term	What it stands for	What it means
Suspension and exclusion		A suspension is a fixed period away from school; a permanent exclusion means a child cannot return. Both are rare in primary school, and a school must consider whether unmet SEND is contributing before either is used.
TAF	Team Around the Family	A meeting bringing the family together with everyone working with them — school, health, early help and any other service — to agree one plan with clear actions, rather than several separate ones.
TBC	To be confirmed	
Tertiary centre		A specialist health service for a particular condition, provided by highly trained specialists, usually at a regional hospital.
THRIVE		Salford's graduated approach framework, organised into getting advice, getting help and getting more help. Our own graduated approach follows the same stages.
Transition		Movement between different environments, rooms, classes or schools — including starting Reception, moving up a year group, and the move to high school in Year 6. All transition involves change, and children who are prepared for it adapt far more easily.
Visual impairment	VI	Partial or complete loss of sight.
Visual timetable		A row of pictures or symbols showing the order of the day or of a task, so that a child can see what is happening now and what comes next. It reduces anxiety and the need to hold instructions in mind.
Working memory		The ability to hold information in mind while using it — for example remembering a three-part instruction while starting the first part. Difficulties here often look like forgetfulness or not listening.
Zones of Regulation		A widely used programme that gives children colour-coded language for how they are feeling and a bank of strategies for getting back to a settled state, so that adults and children can talk about feelings in the same words.

Want to talk to someone?

Our SENDCo is Ms A Richardson.

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For anything else, the school office is on 0161 789 4386 or office@holycrossallsaints.salford.sch.uk

Our SEND Policy, SEND Information Report and SEND Local Offer are on the SEND Support Hub area of our website. Salford's Local Offer is at salford.gov.uk/localoffer.