

SEND glossary

TERM	DEFINITION
Types of SEN	
SEND	Special educational needs and disability. A pupil has SEND if they need special educational provision due to a learning difficulty or disability (see special educational provision).
Areas of need	4 broad categories used to describe a pupil's SEND. They are: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health needs • Sensory and/or physical needs
ASD	Autistic spectrum disorder.
MLD	Moderate learning difficulties.
PMLD	Profound and multiple learning difficulties.
SEMH	Social, emotional and mental health difficulties.
SLCN	Speech and language communication needs.
SLD	Severe learning difficulties. Can also refer to speech and language difficulties.
SpLD	Specific learning difficulties e.g. dyslexia, dyscalculia and dyspraxia.
Assessments, plans and provision	
Annual review	A review of a pupil's EHC plan carried out by the local authority at least every 12 months.
Assessment	Or 'EHC needs assessment'. An initial assessment, carried out by the local authority, which decides whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools.
EHC plan	Education health and care plan. A statutory document drawn up by the local authority, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability.
Graduated approach	A 4-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEND.

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IEP	Individual education plan. See 'school-based plans'.
One-page profile	See 'school-based plans'.
Pupil passport	See 'school-based plans'.
Pupil profile	See 'school-based plans'.
SALT	Speech and language therapy, sometimes speech and language therapist.
School-based plans	<p>Non-statutory documents that set out school-based support and interventions for a pupil with SEND. They can be called a variety of names:</p> <ul style="list-style-type: none"> • Individual education plans (IEPs) • SEND support plans • Pupil passports/profiles • One-page profiles
SEND support	An overall term that refers to the support given to pupils who need special educational provision but don't have EHC plans. Replaced the previous categories of support which were School Action (SA) and School Action Plus (SA+).
SEND support plan	See 'school-based plans'.
SEND resource base	Specialist provision within a mainstream school, also known as an SEND unit or specialist resource base.
Sensory room	A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication.
Special educational provision	Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age.
Special school	A school that is specifically organised to make special educational provision for pupils with SEND.
Statement	The predecessor to EHC plans. A statutory document drawn up by the local authority describing the provision for a child or young person with SEN who is still at school. They were meant to have been fully replaced by EHC plans by April 2018, but some pupils still haven't been transferred yet.
Transition planning	Preparation for moves between phases of education or for adult life.

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Other key terms	
CCG	Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area.
Disagreement resolution	A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the local authority. Available to all children and young people with SEND, not just those with EHC plans.
LA	Local authority.
Local offer	Sets out information about provision that the local authority expects to be available in its area for children and young people with SEND. Published by the LA.
Mediation	A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal.
Outcome	Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).
SEN information report	A document that must be published on the school website and updated annually, setting out the school's provision for pupils with SEN. It must be easily accessible by young people and parents, and set out in clear straight-forward language.
SEND policy	Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document.
SENDCo	Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND.
SEND Code of Practice	Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND.
Top-up funding	Additional funding available from the local authority for pupils with high needs, i.e. those whose educational provision costs more than £10,000 per year.
Tribunal	An independent body that determines appeals by parents or young people against local authority decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination.