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Service Children's Education

Glossary & Websites

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Glossary of Educational Terms and Abbreviations

ADD

Attention Deficit Disorder.

ADHD

Attention Deficit Hyperactivity Disorder.

AEN

Additional Educational Needs. A wider term than SEN, attempting to recognise all types of additional needs a pupil may have through his/her school life.

AGE WEIGHTED PUPIL UNIT (AWPU)

The largest part of the schools delegated budget is distributed on the basis of the number of pupils at each school and their ages, pupils within each key stage having a different financial weighting.

ALS

Additional Literacy Support.

ANNUAL REVIEW

The review of a Statement of special educational needs which is held every year. This is to check on a child's progress. Parents/carers are invited to this meeting and should receive copies of all reports.

ASD

Autistic Spectrum Disorder. A difficulty in language and interaction with others ranging from mild to severe.

AST

Advanced Skills Teacher.

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ATTAINMENT TARGET

The knowledge, skills and understanding which pupils of different abilities and ages are expected to have by the end of each National Curriculum Key Stage.

BAS

British Ability Scales – test commonly used by Educational Psychologists.

BENCHMARKING

A technique, often associated with finance, but not exclusively so, which permits the comparison of data between schools, or different departments in schools, or different LA's, to allow performance to be assessed and best practice and value for money to be identified, shared and encouraged.

BESD

Behaviour, Emotional and Social Difficulties.

BSP

Behaviour Support Plan

CA

Chronological Age

CARE ORDER

An order of the court placing a child in the care of a local authority.

CAMHS

Child and Adolescent Mental Health Service.

CODE OF PRACTICE (SPECIAL EDUCATIONAL NEEDS)

This code, on the identification and assessment of Special Educational Needs, was published in 2001.

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COGNITIVE SKILLS

These include language, memory, problem solving and understanding abilities. They are the thinking part of the learning process.

DDA

Disability Discrimination Act.

DELEGATED BUDGET

The part of the Education (schools) budget which is delegated to the school.

DIFFERENTIATION

The teaching of a child/ children in ways and at levels that suit their individual learning style, this includes the organisation of teaching programmes and the use of methods that suit the age, ability and aptitudes of all.

DIRECTED TIME

Is time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the Head. Maximum of 195 days (1265 hours) in a school year.

DOWNS SYNDROME

A condition some children are born with due to chromosomal irregularity usually associated with specific developmental and medical problems.

DYSLEXIA

A term used to describe a specific learning difficulty involving difficulty in reading and spelling.

DYSPRAXIA

A term used to describe difficulties with motor planning, responses and organisation.

DYSCALCULIA

A term used to describe a specific learning difficulty with numeracy skills.

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EAL

English as an Additional Language.

EARLY YEARS ACTION

When a pre-school worker who has day to day contact with a child identifies a special educational need and devises ways of working with the child that are additional to or different from those provided as part of the normal way of teaching. An IEP will be written.

EARLY YEARS ACTION PLUS

When very little or no progress is made in Early Years Action, extra support and advice is requested from other support services who can help early education settings with working on new targets, special assessments, materials and particular activities.

ELS

Early Literacy Support.

EP, SEP or PEP

Educational Psychologist, Senior Educational Pyschologist and Principal Educational Psychologist.

A specialist who has studied how children learn and behave. They will have worked as a teacher and will help children, parents and teachers overcome difficulties with a child's learning and behaviour. Permission from parents is needed before the psychologist works with a child. An EP must have been involved before a child can be formally assessed for a statement.

ESW

Education Social Worker.

FOUNDATION STAGE

From the age of 3 to the end of Reception Year, prepares children for learning in Year 1, Key Stage 1.

FOUNDATION SUBJECTS

All are subjects of the National Curriculum: (except Maths, English, and IT which are core subjects) Science, History, Geography, Technology, Music, Art and PE. (In relation to Key Stage 3 and 4 a Modern Language is included).

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FLS
Further Literacy Support.

FTE
Full time equivalent.

GEP
Group Education Plan.

GROUPING
The way in which pupils are organised for administrative or teaching purposes.

HI
Hearing Impaired.

HMI
Her Majesty's Inspector.

IBP
An Individual Behaviour Plan is a behaviour plan specifically tailored to the individual including measurable targets.

IEP
An Individual Education Plan is a working document that includes information about planning, teaching and reviewing a child's programme of work. It sets out agreed targets and included suitable teaching strategies for use over a set period of time.

INCLUSION
The process which ensures pupils become fully engaged educationally, emotionally and socially in the life of the school.

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INCLUSION MANAGER

A member of staff in a school who has responsibility for the inclusion of groups of vulnerable pupils.

INSET

In-service Education and Training (for teachers).

KEY STAGES

These are the four stages pupils' progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. Key Stage 1 covers pupils between the ages of 5 and 7, Key Stage 2 ages 7 to 11, Key Stage 3 ages 11 to 14, and Key Stage 4 ages 14 to 16.

LAC

Looked after children.

LEARNING DIFFICULTIES

A child has learning difficulties if he/she finds it much harder to learn than most children of the same age. He/she might have a problem with general understanding, behaviour, reading, numbers or social skills. It can also mean that there is a disability that prevents the child from using some or all of the facilities normally provided in school.

LEVEL OF ATTAINMENT

Under the National Curriculum these are an indication of the standard pupils can be expected to attain at a particular stage.

LSA

Learning Support Assistant.

MLD

Moderate Learning Difficulties.

MSI

Multi-sensory Impairment.

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NASEN

National Association for Special Educational Needs.

NATIONAL CURRICULUM

The curriculum, as laid down in the Education Act 1988 and subsequent Orders, to be followed by all state schools.

NFER

National Foundation for Educational Research: This research group publishes most of the formal, standardised academic tests that can be administered by school staff, educational psychologists and some health professionals.

NNS

National Numeracy Strategy.

NON-CONTACT DAYS

Five days a year on which pupils do not attend school. Teachers use these days for training and report writing etc.

NQT

Newly qualified teacher.

OT

Occupational Therapists: A therapist who can assess how to maximise and maintain individual independence in every day living skills. They can advise on aids, equipment or home adaptations, which might help children to manage more easily.

PAEDIATRICIAN

A medical specialist concerned with the development of children.

PD

Physically Disabled.

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PECS

Picture Exchange Communication System.

PEP

Personal Education Plan – for Looked After Children, drawn up by the social worker in consultation with school.

PERCENTILE

Is a measurement used to show how, out of 100 children of a similar age, a child will perform with regards to ability. E.g.: out of 100 children of a similar age, a child at the 10th percentile will do better than 9 but worse than 89 children. But the average range will be between the 16th and 84th percentile.

PHYSIOTHERAPIST

Chartered Physiotherapists are qualified therapists trained to assess, evaluate and treat people using rehabilitation techniques and therapies, for a number of physical conditions.

PIVATS

Performance Indicators for Value Added Target Setting can be used in conjunction with P Scales to measure the attainment of learners working below NC level 1 and making small step progress to NC level 4.

P Scales

Used to measure and report from the DCSF the attainment of learners of statutory school age working below NC level 1

PMLD

Profound and Multiple Learning Difficulties.

PPO

Parent Partnership Officer.

PORTAGE

A means of providing materials and help for parents of pre-school children with learning difficulties.

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PROGRAMME OF STUDY

The matters, skills and processes which are required to be taught to pupils of different abilities and maturities during each key stage of the National Curriculum.

PROFILE COMPONENTS

The attainment target and groupings of attainment targets in the core subjects of the National Curriculum.

PROVISION MAPPING

A way of describing, monitoring and evaluating provision for pupils with additional and special educational needs.

PSHCE

Personal, Social, Health and Citizenship Education.

PSP

Pastoral Support Plan.

RA

Reading Age: A formal way of recording the level of a child's reading. A reading age can be compared to a child's actual age in order to measure achievement. Different assessments may test the child's ability to read aloud or silently, test knowledge of the meaning of words or show the level of comprehension of longer pieces of text.

ROA

Record of Achievement: An outline of all of a pupil's achievements.

SALT

Speech and Language Therapy.

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SAS

Standard Age Score: A formalised way of recording the level of a child's achievement by comparing his/her performance to that of other children of the same age. An SAS score of 100 indicates average, 110 to 130 above average and 70 to 90 below average performance. Two children with the same test marks can receive different SAS scores if their ages are not the same or receive the same SAS scores even if their test marks are different.

SATs

Standard Attainment Tests, used to assess attainment at the end of the Key Stages of the National Curriculum.

SCHEME OF WORK

Any written document, other than a syllabus, describing the content and organisation of any course of study to be followed by pupils.

SA & SA +

School Action and School Action +. Strands of actions as outlined in the SEN Code of Practice 2001.

SDP

School Development Plan: A way of reviewing and prioritising a school's activities in the context of national and local policies. Also provides strategies for efficient and effective management of the school.

SEN

Special Educational Needs: learning difficulties which call for special educational provision to be made. See also 'code of practice'.

SENS Enquiry

Special Educational Needs Enquiry – a process that determines whether or not the special and additional needs of children who are dependents of military personnel can be met by education, health and social care in Germany, Cyprus and Gibraltar

SAEN

Special and Additional Educational Needs.

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SENCO

Special Educational Needs Co-ordinator.

SENDA

Special Educational Needs Disability Act.

SEN POLICY

A document to explain how the school meets the special educational needs of children in their care. All schools, nurseries and pre-schools must publish this policy.

SENSORY IMPAIRMENT

Is usually to do with visual or hearing problems.

SHORT TERM AUDITORY SEQUENTIAL MEMORY

Repeating numbers or words in the same order immediately after being told the numbers.

SLD

Severe Learning Difficulty.

SLT

Senior Leadership Team.

SLASC

This form asks for details of pupil numbers, staff numbers and other school-based information.

SPATIAL REASONING

Being able to work out patterns or sequences. Sometimes the Educational Psychologist will use formal tests as part of their assessments. These will look at the children's cognitive and language achievements in reading, writing and number.

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SPEECH AND LANGUAGE

Speech is saying words and language is being able to receive and express words with meaning and understanding.

SpLD

Specific Learning Difficulties.

STATEMENT

A legal document produced following an assessment of a pupil's special educational needs. The Statement outlines the child's needs and determines the special provision which has to be made.

STATUTORY ASSESSMENT

A formal process by which an LEA decides whether or not a pupil needs a Statement of special educational needs.

STREAMING

Internal school organisation where pupils are placed in groups according to ability.

TA

Teaching Assistant. Assistants employed to support children with special needs and teachers.

TEAM TEACHING

A means of school organisation in which a group of teachers co-operate in teaching a group of pupils.

TRANSITION PLAN

At the Y5 and Y9 Annual Reviews a Transition Plan will be made which outlines the best way forward to meet the child's special educational needs. All professionals involved with the child will contribute to the plan.

TDA

Training and Development Agency.

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UPN

Unique Pupil Number: The government allocates these confidential numbers to all children when they start school. The UPN is used to track the child through all the years of his/her education.

VERBAL OR LINGUISTIC ABILITY

Means language.

VIREMENT

The transfer of budget provision from one expenditure heading to another.

VI

Visual Impairment.

WISC

Wechsler Intelligence Scale for Children – test commonly used by Educational Psychologists.

WORD

Wechsler Objective Reading Dimensions – test commonly used by Educational Psychologists.

WOND

Wechsler Objective Numerical Dimensions – test commonly used by Educational Psychologists.

WPPSI

Wechsler Pre School and Primary Scale of Intelligence – test commonly used by Educational Psychologists.

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Some useful web links to:

Service Childrens Education <http://www.sce-web.com/page/default.asp?title=Home&pid=1> and
<https://www.gov.uk/government/organisations/service-children-s-education>

Department for Education <http://www.education.gov.uk>

SEND Pathfinder <http://www.sendpathfinder.co.uk>

RNIB <http://www.rnib.org.uk/Pages/Home.aspx>

Action on Hearing Loss <http://www.actiononhearingloss.org.uk>

Disability Rights Commission <http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/index.htm>

Equality and Human Rights Commission <http://www.equalityhumanrights.com>

Medical Conditions at School - <http://www.medicalconditionsatschool.org.uk/>

National Autistic Society <http://www.autism.org.uk>

Times Educational Supplement - <http://www.tes.co.uk>

BFG Parent Partnership Service <http://www.bfgnet.de/community/parentpartnership.html>

Directgov <http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/index.htm>

Childrens Education Advisory Service (CEAS)
<http://www.mod.uk/defenceinternet/defencefor/servicecommunity/education/childreducationadvisoryservice.htm>

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SSAFA <http://www.ssafa.org.uk>