



## EDUCATIONAL GLOSSARY

<b>Word or Acronym</b>	<b>Definition</b>
<b>Abuse</b>	A deliberate act of ill-treatment that can harm or is likely to cause harm to a child's safety, well-being and development.
<b>ACE</b>	Advisory Centre for Education. A non profit making campaigning body which provides educational advice for parents and others
<b>AD(H)D</b>	Attention Deficit (Hyperactivity Disorder) - a medical diagnosis related to the child's behaviour and attention span which can affect their ability to concentrate and learn.
<b>Admissions Authority</b>	Local Authorities (LA) are admissions authorities with responsibility for admissions to community and voluntary controlled schools. Schools like Wheatfields that handle their own pupil applications are also admissions authorities. Following recent changes, all admissions are processed through the Local Authority.
<b>Agency</b>	An organisation in the statutory or voluntary sector where staff, paid and unpaid, work with or have access to children and/or families.
<b>Agreed Syllabus</b>	A syllabus of religious education that is not specific to one religion adopted by an LA for teaching in community and controlled schools.
<b>Annual Review</b>	The Statutory yearly review of a statement. A meeting where the people involved in the education of a child with a statement of Special Educational Needs talk about whether or not these needs are being met. This meeting might decide that the child still needs the support he or she is getting, that they are making progress and so need less support or that they are not making progress and it will suggest new programmes. By law a meeting must be held each year.
<b>Aspergers Syndrome</b>	Aspergers syndrome is a type of autism. People who suffer from Aspergers Syndrome may have difficulty in communicating, difficulty in social relationships and a lack of understanding of how other people feel. Most people who have Aspergers Syndrome don't have the severe learning difficulties which are often associated with autism.
<b>Student Assessment Officer</b>	An officer of the County Council who is responsible for making sure that a statutory assessment of a child's needs is carried out within the timescales set down in law.
<b>Attainment Targets</b>	The knowledge, skills and understanding which pupils of differing ability and maturity are expected to have by the end of each Key Stage of the National Curriculum, i.e. assessed at ages 7, 11, 14 and 16.
<b>Autism</b>	Autism is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them. People with autism are unable to relate to others in a meaningful way. Their ability to develop friendships is impaired as is their capacity to understand other people's feelings. Unlike Aspergers Syndrome many people with autism have accompanying learning difficulties.
<b>Bullying</b>	Bullying can take many forms. It can be short-term or can continue over years. It can be physical, mental, and verbal. It can take the form of deliberate, purposeful, systematic action by an individual or group

	against another individual or group. It can be overt or subtle intimidation. It does <u>not</u> include occasional fighting or falling out between friends or equals.
<b>CAF</b>	Common Assessment Framework
<b>CAFCASS</b>	Children & Families Court Advisory Support Service - successor body to guardians, item panels and court welfare services - provides the Courts with independent assessments and recommendations concerning the welfare and best interests of children in public and private law cases respectively.
<b>CAMHS</b>	Child Adolescent and Mental Health Service
<b>Care Order</b>	Given by the court to protect a child if it is satisfied the child is suffering or is likely to suffer significant harm if he or she were not in the care of the Local Authority.
<b>Catchment Area</b>	A geographical area from which a school will draw its pupils.
<b>Change for Children</b>	Overall national strategy for children
<b>Child</b>	Person under the age of eighteen; the term 'young person' is interchangeable but 'child' is the term defined in law.
<b>Child Protection Plan</b>	A 'care plan' developed for each child placed on the child protection register focusing on what needs to be done to ensure that the child is protected and the risk factors are reduced.
<b>Child Protection Register</b>	A central record of all children being given support by inter-agency planning who are considered to be at risk of abuse or neglect. The register is maintained by Social Services under the responsibilities of a custodian.
<b>Children's Centres</b>	Locally based service providing all services for children e.g. childcare, education, health services.
<b>Children in Need</b>	The child is defined by Children Act as being in need if: a) He/she is unlikely to achieve or maintain, or have the opportunity of achieving, a reasonable standard of health or development without the provision for him/her of services. b) His/her health or development is likely to be significantly impaired, or further impaired without the provision for him/her of such services. c) He/she is disabled.
<b>Cluster of Schools</b>	Groups of schools who co-operate to maximise use of scarce resources and engage in collaborative planning.
<b>Code of Practice</b>	In full this is the SEN Code of Practice but will often be referred to as the Code of Practice or Code. This is a set of guidelines published by the Department for Education and Skills (DfES) which gives practical guidance on how to identify and assess children who may have special educational needs.
<b>Cognition (Cognitive ability)</b>	The ability to think, remember and understand.
<b>Common Assessment Framework for Children and Young People (CAF)</b>	The CAF is a nationally standardised approach to help practitioners in any agency assess and decide how to meet the unmet needs of a child. As part of a wider programme of work to provide more integrated services to families, the CAF will support earlier intervention, improve multi-agency working, and reduce bureaucracy for families, reducing the number of inappropriate inter-agency referrals, separate assessments and different agencies working with the child. Where the child has urgent or complex needs, requiring specialist assessment and intervention, the common assessment information will feed into the specialist assessment process.

<b>Community Special School</b>	A state school in England and Wales which is wholly owned and maintained by the LA providing for pupils with Special Educational Needs (SEN).
<b>Connexions</b>	Service that provides a single point of access for all 13-19 year olds to help them prepare for the transition to work and adult life.
<b>Core Curriculum</b>	English, Mathematics and Science
<b>Core Group</b>	A small inter-agency sub-group of the child protection conference members, who meet more frequently with the family to develop, implement and monitor the child protection plan and reports back to the child protection reviews.
<b>CP (Child Protection)</b>	Measures taken to reduce risks, report concerns and respond appropriately to any allegations, occurrences or suspicions including investigations.
<b>CRB</b>	Criminal Records Bureau
<b>CVC words</b>	Consonant-Vowel-Consonant words (eg <b>cat, hat</b> )
<b>DCD (Dyspraxia)</b>	DCD stands for Developmental Co-ordination Disorder, which is a type of Dyspraxia. It affects the way a person's ability to plan and carry out physical tasks. It is sometimes called 'Clumsy Child' Syndrome.
<b>DDA</b>	Disability Discrimination Act
<b>Department for Education and Skills (DfES)</b>	Central government department with responsibility for education.
<b>DH</b>	Department of Health
<b>Differentiation</b>	The process of developing teaching and learning styles and materials related to the different levels of pupil understanding and ability.
<b>Disabled</b>	A child is disabled if 'he/she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed" (from National Assistance Act 1948).
<b>Disapplication</b>	Term used where parts of the National Curriculum requirements are lifted or modified in relation to a pupil in specified cases or circumstances.
<b>DVD (Dyspraxia)</b>	DVD stands for Developmental Verbal Disorder and is another form of Dyspraxia (see entry for DCD) but where DCD mainly affects a person's movement and physical coordination; DVD sufferers find it difficult to pronounce word sounds.
<b>Dyscalculia</b>	A condition associated with specific learning difficulties in maths. In its simplest terms this means that sufferers have problems with even simple arithmetic.
<b>Dyslexia</b>	A disorder affecting a person's ability to process written language. Dyslexia is sometimes referred to as a Specific Learning Difficulty or SpLD.
<b>Early Learning Goals</b>	These show the expectations for most children to reach by the end of the Early Years Foundation Stage (EYFS). There are six areas of learning and development: <ul style="list-style-type: none"> <li>• personal, social and emotional development</li> <li>• communication, language and literacy</li> <li>• problem-solving, reasoning and Numeracy</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>Early Years Foundation</b>	This covers learning, development and care for children from birth to

<b>Stage (EYFS)</b>	five. This stage continues until the end of the reception year in school and prepares children for the start of Year 1.
<b>EAL</b>	English as an Additional Language
<b>EBSA</b>	Emotional, Behavioural and Social Difficulties
<b>ECM</b>	Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being.
<b>EMAG</b>	Ethnic Minority Achievement Grant
<b>EP</b>	This stands for Educational Psychologist. EP's are employed by Local Authorities to help in the assessment of children's needs and to advise schools and parents about how to meet those needs. There are also independent Educational Psychologists who provide a similar service on a business basis.
<b>Epilepsy</b>	Epilepsy is a physical symptom that results from a neurological disturbance in the brain.
<b>E Profile</b>	This is a piece of software used by teachers in our Reception classes. It records children's progress against the Early Learning Goals within the Foundation Stage Profile.
<b>ERIC</b>	This stands for "Everyone Reading In Class". It might also be referred to as "Silent Reading".
<b>EWO</b>	This stands for Education Welfare Officer. EWO's are officers of the County Council Education Service. They work with families and schools when there is a problem with attendance or a concern about the welfare of a child at school.
<b>Exclusion</b>	Banning a pupil from school by the head teacher, temporarily or permanently, on disciplinary grounds.
<b>Extended School</b>	A school that recognises that it cannot work alone in helping children and young people to achieve their potential, and therefore decided to work in partnership with other agencies that have an interest in the outcomes for children and young people, and with the local community. In doing so, it aims to help meet not only the school's objectives but also to share in helping to meet the wider needs of children, young people, families and the wider community.
<b>Feeder School</b>	A school that transfers pupils to another school, e.g. a primary school will 'feed' a secondary school. Sometimes referred to as a 'partner' school.
<b>Foundation School</b>	A type of state school introduced on 1.9.1999 by the School Standards and Framework Act 1998, which has more freedom than community schools to manage their school and decide on their own admissions. At foundation schools the governing body is the employer and the admissions authority. The school's land and buildings are either owned by the governing body or by a charitable foundation - funding comes from the local authority (LA) which also pays for any building work.
<b>FSM</b>	Free School Meals
<b>FSP</b>	Foundation Stage Profile - The Foundation Stage Profile is a way of summing up a child's progress and learning across the six areas of learning at the end of the foundation stage.
<b>Governors</b>	<ul style="list-style-type: none"> <li>Co-opted - this category is co-opted by the other appointed and elected governors. It is intended that they will represent a wide</li> </ul>

	<p>variety of interests, bringing different skills and expertise to the governing body.</p> <ul style="list-style-type: none"> <li>• Foundation - these governors are appointed by the foundation or trust of a voluntary school and have a particular responsibility to see that the school is run in accordance with the beliefs of the foundation organisation</li> <li>• Head teacher - the head is a member of the governing body unless he or she chooses otherwise. In either case, the head has the right to attend all meetings of the governing body.</li> <li>• Local Education Authority - LEA governors are appointed by the Education Committee of the local council.</li> <li>• Minor Authority - Minor Authority governors are appointed by the relevant authority i.e. district, borough or parish council.</li> <li>• Parent - these governors are elected by the parents of the school. They are not delegates and do not have to vote as instructed by parents.</li> <li>• Teacher - they are elected by, and from among, the teachers at the school.</li> </ul>
<b>Graduated Response</b>	A way of working with children who have Special Educational Needs (SEN). A graduated response means that a school will, at first, try to support a child themselves. However after working with the child for some time they may feel that they need outside advice to help the child properly (see also School Action and School Action Plus).
<b>Guided Reading</b>	This is where the teacher works on reading with a small group of pupils with similar needs. It might include strategies for using letters and sounds; recognising words by sight; understanding how words go together to make sentences; and knowing about different sorts of books and how they work.
<b>Guided Writing</b>	This is the name given to the range of ways in which pupils are supported as they write. As with guided reading, the teacher will be working with a small group of pupils with similar needs.
<b>HI</b>	This stands for Hearing Impaired. People who are hearing impaired have some difficulty hearing. This might be relatively mild or may mean that the person cannot hear at all.
<b>ICT</b>	Information and Communication Technology
<b>IEP</b>	This stands for Individual Education Plan. This is a document that sets out what a child needs to achieve and how he or she will be helped to do so (see also Group Education Plan).
<b>Inclusion</b>	Allowing children to become involved in all areas of the life of their local school. Identifying, understanding and breaking down barriers to participation and involvement.
<b>Inter-agency</b>	Involving more than one agency.
<b>INSET - In-Service Education and Training of Teachers</b>	In-service training courses provided for staff to develop and update their professional skills, expertise and competence.
<b>Key Stage</b>	A description and measurement of pupils' progress through school: - Key Stage 1: pupils aged 5 to 7 - Key Stage 2: pupils aged 7 to 11 - Key Stage 3: pupils aged 11 to 14 - Key Stage 4: pupils aged 14 to 16
<b>Key Worker</b>	A worker, who, with the person's consent and agreement, takes a key role in co-ordinating the person's care and promoting continuity across all agencies. The key worker is also the individual's first point of contact for information and advice.
<b>Knowledge</b>	Awareness experience or understanding gained through learning.

<b>KS</b>	Key Stage
<b>LAC (Looked-after-Children)</b>	Children who are either "accommodated" voluntarily or "in care" as a result of a court order.
<b>LA</b>	Local Authority - a city, borough or county council that is also the education authority for the area it serves.
<b>MLD</b>	Moderate Learning Difficulties
<b>Motor Functions</b>	The operation of a muscle, nerve or nerve centre that affects or produces movement.
<b>Multi Agency working</b>	A holistic approach to meeting the needs of children and young people. A better coordination of the work of agencies that traditionally have provided discrete services.
<b>Multi-Cultural Education</b>	Education to ensure that all children are aware of and sensitive to the many different ethnic cultures in our society.
<b>National Curriculum</b>	A government document that sets out what subject areas a school must teach.
<b>National Literacy Strategy</b>	A major Government initiative to raise standards in literacy in Key Stage 1 and Key Stage 2.
<b>NCPTA</b>	National Confederation of Parent Teacher Associations. A national body with local federations of PTAs
<b>Non Teaching Staff</b>	Members of school staff employed by the governors to provide services in a school other than teaching, such as classroom assistants, cleaners and school secretaries.
<b>Occupational Therapy</b>	Using play and other activities to help a child gain confidence and independence.
<b>OFSTED</b>	Office for Standards in Education. Supervising and accrediting body for the inspection of schools
<b>PAN</b>	Planned Admission Number. The maximum number of pupils it is intended to admit into any year of a school. This may be a higher figure than the Standard Number but cannot be lower.
<b>Parent</b>	Includes any person having all the rights, duties, powers, responsibility and authority which a parent of a child has by law, or who has care of him or her. Depending on the circumstances, therefore, a 'parent' may include not only the child's natural parents but also others such as step-parents, relatives, co-habitees of either natural parent or foster parents.
<b>Parent Governor</b>	A parent elected by other parents of children at a school to serve on the governing body.
<b>Parent Partnership Service</b>	Provides support to parents / carers of children with learning difficulties and disabilities through the provision of a telephone helpline, information packs, surveys, learning/sharing opportunities and trained independent supporters.
<b>PCT</b>	Primary Care Trust - health agency charged with commissioning and purchasing health services for its geographical population and the provision of primary health care services.
<b>PEP</b>	Personal Education Plan - an individual plan for looked-after-children developed in partnership with the child's school and which focuses on their educational needs and is reviewed alongside the child's care plan.
<b>PPA</b>	Planning, Preparation and Assessment time. Part of the National Agreement on Workforce Reform under which Teachers are guaranteed a minimum 10% of their teaching timetable for planning, preparation and assessment purposes from September 2005.
<b>Prospectus</b>	This is the information which schools must legally provide annually to

	all parents. It will include details of school policies and National Curriculum statutory assessment results.
<b>PSHE</b>	Personal, Social and Health Education
<b>Pupil Referral Unit (PRU)</b>	An establishment maintained by an LA, which is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school and is not a community or special school.
<b>Pupils on Roll</b>	Pupils registered at a school.
<b>QCA</b>	Qualifications and Curriculum Authority. The Government Agency responsible for all matters related to the curriculum from early years to Post-16 education.
<b>Qualified Teacher</b>	A certificated teacher or a graduate with a Post-Graduate Teaching Certificate.
<b>Restraint</b>	Reasonable physical intervention to prevent serious injury or harm.
<b>Reviews</b>	These are held for looked-after-children (LAC) or Child Protection (CP). These are meetings to assess how well plans in place for the child are working, and to decide if any changes should be made to the plan. Their frequency is statutorily determined by regulations.
<b>SATS</b>	Standards Assessment Tasks - national tests to ascertain the level of attainment reached by pupils at the key stages of the National Curriculum, i.e. at 7 years at the end of KS1; at 11 years at the end of KS1; at 14 years at the end of KS3.
<b>School Action</b>	The first level of the graduated response taken by school if they have concerns about a child's progress when the child's teacher or SENCO identify that he/she has special educational needs.
<b>School Action Plus</b>	This is the next level up from School Action in the graduated response. School Action Plus means that it has been recognised that a child has not made progress as Early Years Action. The place where that child was being educated would now ask for help from outside specialists.
<b>SDP</b>	School Development/Improvement Plan
<b>SEF</b>	Self Evaluation Form
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	This stands for Special Educational Needs Coordinator. Every school must have a SENCO. They are a teacher within the school. Their job is to monitor SEN arrangements in schools.
<b>SLD</b>	Severe Learning Difficulties
<b>Special Educational Needs (SEN)</b>	Learning difficulties for which a child needs special educational help.
<b>Specialist Support Services</b>	Specialist services which support children with sensory, physical or autistic difficulties.
<b>Special School</b>	A school catering for children with Special Educational Needs which cannot be met in the mainstream sector.
<b>Speech and Language Therapy</b>	A health care profession, the role and aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.
<b>SPLD</b>	Specific Learning Difficulties
<b>Statement</b>	A document drawn up by the LA which outlines the Special Educational Needs of and provision for individual children with more severe learning difficulties.
<b>Statutory Assessment</b>	The assessments required before a statement of Special Educational Needs can be drawn up.

<b>Supply Teacher</b>	Temporary teacher who takes the place of an absent teacher or to fill a temporary vacancy.
<b>TA</b>	Teaching Assistant. A widely used job title for an assistant providing in-school support for pupils with Special Educational Needs
<b>TLRs</b>	Teaching and Learning Responsibility payments. Payments for additional responsibilities where a teacher is accountable for a significant, specified responsibility, focused on teaching and learning, that is not required of all Classroom Teachers and requires the teacher's professional skills and judgement. Introduced from January 2006.
<b>Value Added (VA)</b>	The progress that schools help individuals to make relative to their different starting points is usually referred to as value added. Value added measures are intended to allow comparisons between schools with different pupil intakes.
<b>WILF</b>	This stands for "What I'm Looking For" – teachers will use this to remind children what to think about when they are doing a piece of work.