

GLOSSARY: SEND

Below you will find a range of definitions of commonly used terms within SEND.

Principal definitions:

Disability:

The Equality Act (2010) defines a disability as:

-someone who has an impairment, whether physical, medical or mental which is:

-'substantial': more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed

-'long-term': 12 months or more – e.g. a breathing condition that develops as a result of a lung infection

Some disabilities are congenital, others are development, whereas others are acquired as a result of an injury or trauma. Cancer is, by definition, a disability, which is acquired. Conditions such as: Downs and Muscular Dystrophy are congenital, Cerebral palsy is a disability which is acquired as a result of trauma, whilst losing a limb in an accident may also cause a disability.

Special Educational Needs:

Term used to describe children and young people in need of additional support within an educational setting which is additional to, and different from, usual support. Special educational needs may result from a disability, such as a visual impairment creating a barrier to learning, or an innate learning difficulty.

NOTE: Special educational needs and disability are not synonymous. An individual with a disability may or may not experience a special educational need. For instance, an individual with hearing impairment who has a cochlea implant, but who otherwise experiences no learning difficulty, may not require any additional intervention, and hence, although has a disability, does not experience SEN.



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Acquired difficulty:

A difficulty that arises after birth as a result of an illness, accident or incident.

Acute:

Short term crisis phase of an illness.

Aphonia:

Total loss of voice.

Apraxia:

A more severe form of dyspraxia where a person struggles to coordinate their lip, tongue and throat for articulation, making speech indistinct.

Asperger Syndrome:

A developmental disorder of communication and interaction, viewed as on the high ability end of the autistic continuum.

Attachment Disorder:

Emotional difficulty associated with a reduced bond between primary carers and child. Children often struggle to make appropriate relationships and trust others, impacting upon relationships and mood.

Augmentative and alternative communication:

Methods of communication that supplement or replace speech and handwriting with signs, symbols and/or voice output communication aids.

Autism Spectrum Disorder:

Developmental disorder which impairs social communication and interaction. Viewed as a triad of impairment, including difficulty in social communication, social interaction and inflexibility/rigidity, leading to obsessions and difficulty with changes in routine. Difficulties can range from mild to severe, where an individual may struggle to verbally communicate at all and experiences severe learning difficulties.

Bipolar Disorder:

Formerly known as manic depression. An individual experiences swings in mood between overacted and excited behaviour (mania) to deep depression. Some individuals experience hallucinations and/or delusions.

Cerebral Palsy (CP):

A condition caused through brain damage usually before, during or just after birth. Children with CP have difficulties in movement and coordination, impacting all aspects of physical development, including speech. Learning difficulties often coexist, but CP can be experienced across the whole ability spectrum.

Cluttering:

A speech and language disorder where an individual's speech accelerates to a more rapid pace than normal. The individual often unconsciously repeats phrases and syllables multiple times, making the speech indistinct and unclear. The individual's speech literally becomes cluttered.

Cognition:

Term used to describe the process of thought for processing information, applying knowledge and changing preferences.

Co-occurring Difficulties:

More than one difficulty which occur together, which are not necessarily associated.

Developmental Co-ordination Disorder (DCD):

Also known as **dyspraxia**, is a severe motor co-ordination disorder which affects fine control in the form of handwriting, self-help skills, manual dexterity, and gross motor development in the form of cycling, kicking a ball, skipping and so on. Individuals may also experience poor balance and poor self-perception.

Developmental Delay:

Developing at a slower rate than their peers, often being a step behind.

Disability Living Allowance:

This is a welfare state benefit paid by the government for people, including children, with disabilities or long-term conditions.

Disability Rights Commission:

Independent body set up to advance civil rights for disabled people.

Disabled Student Allowance (DSA):

A government funded benefit for higher education students (Post 18) who are experiencing substantial difficulties which would affect their ability to access higher level qualifications.



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Down Syndrome:

A genetic disorder affecting normal physical and general development, impacting learning. It is a lifelong condition and develops before the child is born.

Disorder:

This is a deviance or difference in development as opposed to developmental delay which is developing normally but a step behind the individual's peer group.

Duty:

A legal duty is an obligation, which is regulated by law, to provide the service outlined in the Duty. For instance, the LA has a Duty to provide the resources which are outlined within and EHCP. If they fail to meet this Duty, they are in infringement of their legal obligations.

Dysarthria:

This is a speech disorder where the muscles that affect speech and breath control are weak and slow. The condition is a direct result of neurological impairment which control the muscles of the speech organs. It affects speech production through articulation as the speech sounds become slurred and indistinct.

Dyscalculia:

Difficulty in acquiring mathematical skills and knowledge including the development of basic number sense and concepts. Individuals often lack an intuitive grasp of number and have problems learning number facts and procedures.

Dysfluency:

Usually applied to a stammer or stutter; it is where speaking is impaired by involuntary repetitions or pauses.

Dysfunction:

A disturbance or failure in the functioning of a body part or organ.

Dyslexia:

A learning difficulty which primarily affects the skills involved in reading, and/or spelling due to neurological impairment. It is associated with auditory and phonological processing, phonological awareness and phonological memory. It occurs across all abilities.

Dysphasia (or aphasia):

A condition which results from impairment to the brain resulting in an impaired ability to understand or use spoken word. It is a dysfunction of the link between thought and language and affects spoken, written and symbolic communication. It may also be referred to as **acquired brain injury**.

Dysphonia:

This is a voice characterised by either a high pitch, volume or resonance or a voice quality which is inappropriate for the age or gender of the speaker.

Dyspraxia:

A developmental disorder which affects the movement and co-ordination of the individual. It can affect the development of daily living skills such as dressing, writing and can affect speech as the individual has impaired fine motor control of the speech organs. This is often termed **verbal dyspraxia**.

Echolalia:

Involuntary repetition of words or phrases that have been spoken by others. It is often a symptom of autism or some types of schizophrenia.

Education, Health Care Plan:

Replaced Statements of SEN from 2015 an ECHP is for pupils with high level needs; provides a statutory obligation to provide the intervention outlined within the plan, and covers the individual's needs from birth (or when first identified) to 25 years.

The highest level of support provided through the Local Authority. It is a legally binding document which is reviewed annually. It is based upon detailed analysis and diagnosis of need and often enables children to access specialist provision and special schools. It outlines the difficulties in learning and the specialist provision required and places a statutory duty upon Local Authorities to provide it. It covers all individuals with SEND from birth to 25 years.

Educational Psychologist:

Psychologist with a specialism in education. They advise schools and LAs on aspects relating to SEN.

Expressive Language Difficulty:

A difficulty in expressing one's thoughts and ideas through words and phrases. Impacts written expression.

Foetal Alcohol Syndrome Disorder (FASD):

A complex condition often causing severe learning and behavioural difficulties, caused by excessive consumption of alcohol during the mother's pregnancy.

Fragile-X:

The most common form of inheritable learning disability which is easily identifiable due to the chromosomal abnormality on the tip of chromosome X.

Global Developmental Delay:

General developmental delay characterised by delayed milestones in many areas such as speech, movement and cognition.

Individual Education Plan (IEP):

An individual document which is tailored to the specific needs of a child and is reviewed regularly. It sets out targets for specific areas of development and suggested intervention techniques to enable the successful achievement of these targets.

Information Report:

Legal requirement upon every setting (school or college) to provide information relating to provision available for pupils with special educational needs and disabilities. It is aimed at providing parents with essential information to make an informed decision regarding the suitability of the setting for their child.

Irlen Syndrome:

Visual stress is broadly defined as a visual perception difficulty; that is a difficulty in perception of visual information, impacting upon reading and writing. Vision is often interrupted by distortions of the text and/or a feeling of the text moving.

Hearing Impairment:

A difficulty in hearing ranging from mild to total deafness. It can impact upon learning and coexist with other conditions and learning disabilities, such as with CP.

Learning Difficulty:

A general term used to describe a wide range of problems experienced by children who find it significantly harder to learn than other children of the same age. It can be used to describe difficulties in learning, memory, concentration, behaviour, reading, number work or speech and language.

Learning Disability:

A lifelong condition and is the most common form of childhood impairment with 1 in 20 individuals having a learning disability of some kind. It encompasses any development which is significantly behind the expected level for their age. LD may occur on its own or may co-occur with other difficulties or medical conditions such as epilepsy. For some children there is a genetic basis for the LD e.g. Down's Syndrome. However, for a significant number of children the causes are never known.



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Local Authority (LA):

Local government use devolved national budgets to provide local services such as education and social care. They devolve most of the education budget to schools but hold back a proportion for maintaining support services and providing for children with more complex needs and those with an EHC Plan. A request for a Statutory Assessment is made through the Local Authority, who are legally obliged to provide the support outlined within the EHC Plan.

Local Offer:

Every Local Authority are required by law to provide an overview of their services, published on the providers website, enabling parents and carers to view the level of provision available within a given area.

Metacognition:

The ability to evaluate and understand what the individual actually knows and understands. It is a knowledge of oneself, knowing what you know.

Moderate Learning Difficulties:

General difficulties in learning demonstrated to be within the well below average range (Below standard score 70, percentile ranking 2%)

Multi-disciplinary Assessment:

The assessment carried out by a range of professionals of different disciplines to provide a holistic and complete overview of the individual's areas of development, strengths and difficulties. It is an essential feature of the **statutory assessment process for an EHCP**.

Multi-sensory impairments:

This is the term used to describe individuals with impairments in both hearing and vision. Other difficulties or impairments may also be experienced in certain rare medical or genetic conditions.

Occupational Therapist (OT):

A health professional specialising in difficulties which affect daily living skills. They help with therapy/intervention programmes, environmental adaptations and specialist equipment.

Ofsted (Office for Standards in Education):

The regulatory government department for inspecting UK schools' performance nationally.

Paediatrician:

Doctor specialising in working with children.

Physiotherapist:

A health professional who specialises in the physical and motor development of individuals.

Pragmatic Difficulties:

Difficulty using language and in understanding meaning and context. An individual with a pragmatic difficulty may not understand other people's language, may interpret it literally and may use inappropriate language within different situations, not understanding the contextualised nature of language.

Primary Difficulty:

The most predominantly-presenting feature or difficulty which may result in secondary difficulties, or may be a result of an underlying or hidden condition. For example, Cerebral Palsy has a primary difficulty of movement and coordination difficulties, which impacts upon speech and communication (secondary difficulty).

Profound and Multiple Learning Difficulties:

General learning Difficulties with a substantial delay in ability resulting in the need for intensive specialist support and instruction. Indicated through assessment which results in a developmental age well below the lowest 1 percentile.

Prognosis:

A prediction of what is likely to happen following an injury, disease or other diagnosed condition.

Provision Map:

The SENCO within a setting is responsible for ensuring each child on the SEN register is adequately supported. In order to manage provision appropriately, many SENCOs make use of a Provision Map which lists the range of provision available and the children who are in receipt of it.

P Scales:

Used to measure the attainment of school-aged students who are achieving at a level BELOW level 1 of the National Curriculum. They provide a measure of the early developmental stages of a child and enable tracking of progress to be made. Although there is no longer an obligation to record National Curriculum levels, P levels have continued to remain a primary source of demonstrating progress for pupils with severe, multiple and profound learning needs.



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Psychometric assessment:

A test which assesses hidden and behavioural traits such as knowledge, abilities, attitudes and personality, cognitive and emotional functioning.

Receptive Language Difficulty:

A difficulty in understanding spoken language.

Regressive:

Reverting to an earlier stage of development.

Secondary Difficulty:

A Primary difficulty often causes the effect of a consequential difficulty, particularly if unaddressed. For instance, a student may experience movement and coordination difficulties (Primary difficulty) which causes them to struggle to articulate speech (secondary difficulty). A secondary speech and language difficulty is associated with other conditions or learning difficulties that may be experienced.

Semantic-Pragmatic Disorder:

A difficulty in making sense of spoken language. Difficulty in understanding or using language makes it difficult to use previous experience to solve problems or to predict what might happen in different situations. Individuals may not understand non-verbal cues, innuendo and may take language very literally. They may over-generalise language across contexts, mis-understanding the social rules of language (pragmatics).

SEN Code of Practice 2015:

Government regulations and guidance enshrined in law through the Children and Families Act 2014. It is a requirement for all schools and colleges to adhere to and it sets out the expected policies and procedures for individuals with SEND, which are regulated through Ofsted.

Sensory Defensiveness:

A condition where the individual experiences a tendency to react negatively or with alarm to sensory input which is generally considered harmless or non-irritating to others. It is often viewed as hypersensitivity to stimuli, such as sound, touch, smell or light.

It is not uncommon for individuals to have a few mild sensory defensive traits. However, when severe or multiple defensive traits impact the person's day-to-day life, that person is considered to be Sensory Defensive.



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Sensory Integration Therapy:

The ability to organise sensory information for use by the brain. An individual with Sensory Integration Dysfunction will have a difficulty in organising and interpreting information as it is received by the brain from the individual senses.

Sensory Integration Therapy is used by Occupational Therapists to stimulate and integrate more than one of the senses through special intervention programmes. Interventions include activities such as spinning, sensory stimulation or applying firm or deep pressure.

Sensorimotor Development:

The integration and co-ordination of sensory information leading to an appropriate motor response.

SEN Tribunal:

The board which parents can refer to if they are dissatisfied with their child's provision or the provision outlined within the EHCP. They also have a right to appeal at an independent tribunal if they disagree with the LA's decision not to issue an EHCP or conduct a Statutory Assessment.

Special Educational Needs and Disability Act (SENDA) 2002:

Brought the DDA 1995 into education and linked it into the SEN Code of Practice (2001)

Special Educational Needs Co-ordinator (SENCO):

All schools and early years settings must employ a qualified teacher to work as the SENCO, co-ordinating the SEN provision within the setting. Since 2009, all new SENCOs within qualifying Schools and Colleges must either hold, or study towards a National SENCO Award - a post-graduate qualification which takes 12 months to complete. Sometimes known as the SENDCo, AENCo, Inclusion Manager or INCO.

Specific Language Impairment (SLI):

A term used to describe language difficulties with comprehension and/or expression. Usually used when a child's language falls well behind children of the same age or when the language development is disordered or different.

Specific Learning Difficulties (SpLD):

A specific difficulty in a specific area such as Literacy or Numeracy. Dyslexia is often used interchangeably with SpLD, but this is inaccurate as the term can refer to other difficulties not associated with dyslexia. The difficulty is life-long and persists despite appropriate teaching and support.



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Speech and Language Delay:

A child with a speech and language delay develops speech and language normally, but at a slower rate than normal development. They tend to use language in a way that a younger child would use it.

Speech and Language Therapist:

A professional specialising in communication development and difficulty, also specialises in eating difficulties and swallowing.

Speech, Language and Communication Needs:

A general term used to describe a range of specific problems some children and young people experience when acquiring language.

Speech and Language Disorder:

A term used to describe the development of speech and/or language that is developing in a different way to the normally expected pattern of development.

Stammering:

Stammering and stuttering are used to mean the same thing. It is a communication impairment which impacts upon the way the individual communicates with the world. It is an involuntary condition where certain words are difficult to say, leading to prolongations (extending a sound) or blocks (unable to produce a sound).

Statutory Assessment:

Detailed assessment required for a Statement of SEN/EHC Plan to be issued by the LA. This is a statutory requirement and involves a multidisciplinary approach to assessment and diagnosis. There is a right of appeal to any decision made by the Statutory Assessment. Parents can request a Statutory Assessment from the LA under 7.21 of the SEN Code of Practice. If the LA refuse, parents have a right of appeal to an independent Tribunal.

Tourette Syndrome:

An inherited, neurological condition with key features of tics, involuntary and uncontrollable sounds and movements.

Visually Impaired:

Any disability associated with vision from partially sighted to completely blind.



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Wave One Teaching:

Often referred to as Quality First Teaching. This is universal education delivered through whole-class differentiation to allow for individual differences in ability and learning styles. It can also involve in-class support through the form of a Teaching Assistant.

Wave Two Teaching:

Some children who continue to experience difficulties may be supported through additional small groups, supported by a TA or teacher. Wave Two intervention is usually time-limited and designed to accelerate the learning within a specific skill, such as reading or spelling. They are designed to narrow the attainment gap and are usually provided for pupils who are underachieving when compared to their peers.

Wave Three Intervention:

A small proportion of children continue to experience learning difficulties, despite additional small group support. Wave three intervention is the highest level of support for children who are significantly behind their peer-group or experiencing severe disabilities and/or special needs, requiring additional support. Intervention is usually one-to-one with a specialist trained TA, specialist teacher or allied health professional, such as a speech and language therapist.