



## Glossary of terms

### Annual Review

The review of a statement of special educational needs which a local authority must make within 12 months of issuing the statement and within 12 months, and not less than 6 months, of the previous review.

### Area Inclusion Co-ordinator (INCo)

Early years and childcare settings also receive support from an Area Inclusion Co-ordinator, whose role is to work with the settings to ensure all children, whatever their needs, can be included in a full range of activities and learning experiences.

### Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.

### SEN funding formula for mainstream schools

All maintained schools receive a budget allocated at the beginning of the financial year through the formula contained in the 'Hampshire Scheme for the Local Management of Schools'.

The school's allocation for all children, including those with special educational needs, is based on the number and age of the children within the school. Other allocations allow for factors such as floor area and the overall size of the school.

In addition, further resources are allocated through the revised SEN funding formula for mainstream schools. For some children with high levels of need additional specific funding is made available on an annual basis to ensure that the school is able to meet such individual exceptional need.

The funding formula uses data and information provided by schools and held by the County Council. This includes assessment information relating to the Foundation Stage Profile (FSP), the results of the end of Key Stage tests and Year 4 QCA reading test results. Information relating to eligibility for free school meals (FSM) and Indices of Multiple Deprivation (IMD) factors are used as part of the formula. As a significantly higher number of boys have SEN than girls, this is taken into account in the calculation of the funding formula.

Because children with physical and sensory needs are distributed more randomly across Hampshire, schools are invited to submit evidence to secure specific funding for children who have significant needs in these areas. This will be dependent on the extent to which the school has asked for help from outside agencies and how far the identified need creates a barrier to learning. Submissions are moderated by a specialist professional panel and, once a child



has been identified as having a significant or complex need which is unlikely to change, funding will be allocated for the whole of the key stage.

The use of all of the above data and information will provide a profile of need for each school, which is then used for the allocation of SEN funding, on an annual basis.

## **Circulars**

These are issued by the Department for Education to local authorities and give guidance on how Education Acts and other relevant legislation and guidance should be interpreted. Although circulars are not law, many include decisions made by the Secretary of State under delegated powers.

## **Code of Practice (SEN)**

A national guide from the Department for Education to schools and local authorities about the help they can give to children with special educational needs. Schools, local authorities and health authorities must have regard to the Code when they are involved with a child with special educational needs.

## **Curriculum**

The curriculum is all of the learning opportunities that a school offers. The National Curriculum is described later in the glossary.

## **Differentiation**

Amendment or alteration to a programme of study within the National Curriculum that sets achievable targets/goals for individual children.

## **Disagreement arrangements**

All local authorities must provide arrangements to help prevent or resolve disagreements between parents whose children have special educational needs and the local authority or a school. They must include an independent element. They are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using these arrangements is voluntary and does not in any way affect parental rights to appeal to the Tribunals Service (SEND).

## **Early years setting**

Providers who receive government funding to deliver early education including maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority daycare providers such as day nurseries and family centres, other registered daycare providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited childminders working as part of an approved National Childminding Association network.

## **Early Years Action**

When the early education practitioner who works day-to-day with the child or the Inclusion Co-ordinator (INCo) identify that a child has special educational needs together they provide interventions that are additional to or different from

those provided as part of the setting's usual curriculum offer and strategies. An Individual Education Plan will usually be written.

### **Early Years Action Plus**

When the early education practitioner who works day-to-day with the child and the Inclusion Co-ordinator are provided with advice or support from outside specialists (such as Educational Psychologists, Specialist Teacher Advisers, etc), so that alternative interventions additional or different strategies to those provided for the child through Early Years Action can be put in place. A new Individual Education Plan will usually be written.

### **Educational Psychologist (EP)**

A person, with a degree in psychology, training and experience in teaching and a further degree in educational psychology. An EP, employed by the local authority, will give advice and support to teachers and parents on how a child's needs can be met.

### **Education Welfare Officer (EWO)**

A local authority officer who helps parents and local authorities to meet their respective statutory obligations in relation to school attendance.

### **Graduated approach**

A model of action and intervention in schools and early education settings to help children who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

### **Independent School**

A school which is not maintained by the local authority and which is registered under section 464 of the Education Act 1996.

### **Inclusion**

Educating children with special educational needs, together with children who do not have special educational needs, in mainstream schools, wherever possible. Ensuring that children with special educational needs engage in the activities of the school together with the other children.

### **Independent Parental Supporter (IPS)**

Provides information and practical support to parents/carers of children with special educational needs. For example, an IPS may:

- accompany parents/carers on visits and at meetings with schools and the local authority
- assist parents/carers with writing letters to schools/local authority and provide help with the parental contribution to a statutory assessment
- discuss a proposed statement or note in lieu of a statement with parents/carers.

Any parent/carer of a child identified as having special educational needs can have access to IPS support, if required. For information on IPS in Hampshire, please contact the Parent Partnership Service.

### **Individual Education Plan (IEP)**

Short term targets for achievements set, reviewed and evaluated by the school with parents/child with copies made available to parents.

### **Learning Difficulties**

A child has learning difficulties if he or she finds it much harder to learn than most children of the same age, or has a disability which prevents them from making use of educational facilities provided for children of the same age.

### **Learning Support Assistant (LSA)**

A widely used job title for an assistant providing inschool support for pupils with special educational needs and/or disabilities. An LSA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her. Some assistants specialising in SEN may also be known by titles other than LSA as these matters are decided locally. LSAs are one of a group of assistants coming within the broader Department for Education classification of 'teaching assistant'.

### **Local Authority (LA)**

Local government body responsible for providing education and for making statutory assessments and maintaining statements.

### **Mainstream school**

A maintained infant, junior, primary or secondary school which makes educational provision for a local area but which is not designated as a special school. Some mainstream schools may, however, have a specialist resourced provision.

### **Maintained school**

A state school, which may be under local education authority control or may be voluntary aided or voluntary controlled.

### **Named Local Authority officer**

An officer of the Children's Services Department who will deal with your child's case. This is usually the Principal Special Needs Officer.

### **National curriculum**

This sets out a clear, full and statutory entitlement to learning for all pupils, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual pupils, e.g. setting goals that are achievable.

## **Non-maintained special school**

A non-profit-making special school which charges fees. Most non-maintained special schools are run by charities or charitable trusts.

## **Note in lieu of a statement**

A document in which the local authority will set out the reasons for its decision not to make a statement after a statutory assessment.

## **Occupational Therapist**

A person who advises about aids and adaptations that may help your child.

## **Paediatrician**

Doctor specialising in the needs of babies and children.

## **Parent Partnership Service**

Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.

## **Physiotherapist**

Employed by the local health authority to help people who have physical disabilities. They can help your child with exercises and provide specialist equipment.

## **Portage**

Home based pre-school education for children with developmental delay, disabilities or any other special educational needs. Portage home visitors work in partnership with parents, helping parents to help their child through learning activities within the home.

## **Psychiatrist**

A doctor who helps people who have difficulties with the way they feel or behave. Child psychiatrists specialise in helping children and young people.

## **School Action**

When a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. An Individual Education Plan will usually be written.

## **School Action Plus**

When the class or subject teacher and the SEN Co-ordinator are provided with advice or support from outside specialists (such as educational psychologists, specialist teacher advisers, etc), so that alternative interventions additional or different strategies to those provided for the pupil through School Action can be put in place. The SEN Co-ordinator usually co-ordinates support although day-to-day provision continues to be the responsibility of class or subject teacher. A new Individual Education Plan will usually be written.

## **School Medical Officer**

A doctor who monitors your child's health to ensure that it does not stop him or her from learning. The Medical Officer may do regular check-ups on your child if he or she has a physical, sensory or medical problem.

## **Special educational needs (SEN)**

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

## **SEN Co-ordinator (SENCo)**

Member of staff of a early education setting or school who has responsibility for co-ordinating SEN provision within that early education setting or school. In a small school the head teacher or deputy may take on this role. In larger schools there may be a SEN co-ordinating team.

## **Special educational provision**

The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

## **Specialist resourced provision**

Additionally funded provision for particular types of special educational needs in mainstream schools, eg for children with hearing impairment, physical disability, or visual impairment.

## **Specialist Teacher Adviser (STA)**

Employed by the local education authority to provide specialist advice to schools for children with physical disabilities, visual impairment, hearing impairment and specific learning difficulties.

## **Special School**

A school which is specifically organised to give help to pupils with special educational needs.

## **Speech and Language Therapist (SaLT)**

A person who helps children who have language difficulties or speech problems.

## **Statement of special educational needs**

A legal document that sets out a child's special educational needs and the additional help he or she should receive.

## **Statutory assessment**

A very detailed assessment of a child's special educational needs which may lead to a statement or a note in lieu.

## **Transition Plan**

A plan drawn up at the annual review of the statement held when a child reaches Year 9 (13 or 14 years old). It sets out the steps and support needed for him or her to move from school to adult life.

## **First-Tier Tribunal Special Educational Needs and Disability (SEND)**

An independent body which hears appeals from parents against decisions made by local authorities.

## **Youth Support Services (YSS)**

Youth Support Services is a collection of teams within the Children's Services Department that provide services for 13–19 year olds. Support can extend from 11–25 in certain circumstances.