**Glossary of terms.**

Below is a list of words that you may have heard but are unsure of the meaning.

This is not an exhaustive list. Please come into school and ask if you are unsure about the meaning of a word or abbreviation.

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| Name | | Brief Description |
|  | **Access Arrangements** | Additional support for students sitting exams / controlled assessments. |
|  | **Additional Needs** | The main term used within the school for needs presented by students that cannot be met by everyday classroom practices. |
|  | **Annual Review** | A legally-binding yearly review of needs and support arrangements for a student with a Statement of SEN. Involves written reports and a meeting between all relevant parties. |
|  | **Attention Deficit Hyperactivity Disorder / ADHD** | A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity. |
|  | **Attention Deficit Disorder / ADD** | A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming / procrastination and slower thinking through of concepts, questions etc. |
|  | **Attachment Disorder** | A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood. |
|  | **Autistic Spectrum Condition / ASC** | A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome, Pervasive Development Disorder – Not Otherwise Specified), typically including specific learning difficulties centred around limited empathy, fixated / literal thinking, limited ability to interpret language, limited ability to engage in a variety of social situations / experiences etc. |
|  | **Child and Adolescent Mental Health Services / CAMHS** | The NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties. |
|  | **Dyslexic Tendencies** | A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Students will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a clear discrepancy between literacy skills and intelligence / general ability – though students of all ability levels may have dyslexia. |
|  | **Dyspraxia** | A specific learning difficulty based around the brain’s transmission of signals that control gross and fine motor skills - typically affecting planning of movements and co-ordination. Can also impact on language development. |
|  | **Dyscalculia** | A specific learning difficulty typically presenting itself in one or more of the main areas of Math / numeracy – namely use of symbols, acquiring arithmetical skills particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed. |
|  | **Early Help** | Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own |
|  | **Early Help Worker / EHW** | The Early Help worker works directly with the family. They look at the wider needs of the family and establish how to provide appropriate support. |
|  | **Education, Health and Care Plan / EHCP** | A legally-binding document formulated by the Local Authority which outlines the funding and provision to be implemented by the school and other agencies in support of a young person. |
|  | **Educational Psychologist / EP** | Educational psychology is concerned with children and young people in educational and early years settings. Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex developmental disorders. |
|  | **Health Care Plan** | A document holding information on a student’s medical needs with advice on responses where necessary. |
|  | **Hearing Impairment / HI** | Difficulties based around fully or partially reduced functioning in one or both ear’s ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors, loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear. |
|  | **Intervention** | Small group or individual programmes of study for students with identified additional needs. |
|  | **Medical Needs** | Refers specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum. |
|  | **Occupational Therapist / OT** | Occupational therapists provide practical support to help children and adults of all ages, with mental, physical, social or learning disabilities, to independently carry out everyday tasks or occupations with more confidence and independence. |
|  | **Organisational Skills** | Physical organisation of self and equipment**,** planning ahead with work, thinking about consequences before actions etc. |
|  | **Personal Educational Plan / PEP** | A document to plan and record actions being undertaken to ensure the well-being and progress of students registered as ‘Child in Care’ / ‘Looked-after Child’. |
|  | **Physical Difficulty** | Difficulties based around a full or partially reduced muscular-skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury. |
|  | **School Nurse** | School nurses are public health nurses who will work with 5 - 19 year olds. Their primary aim is to improve the health and wellbeing of this age group, and identifying those who need early help. They can assist in managing interaction between health and education. |
|  | **Special Educational Needs / SEN** | A sub-section of Additional Needs referring primarily to the needs presented by students who have require additional support in order to thrive. Often abbreviated to SEN. |
|  | **Speech and Language Therapist (SALT)** | A Speech and Language Therapist evaluates the child or young person to find out if they have speech (pronunciation or stammering), language (understanding, sentence formation and grammar), communication (social interaction) or eating and drinking difficulties. |
|  | **Speech, Language and Communication Needs** | A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language for socially and learning. |
|  | **Statutory Assessment** | Assessment of a student’s needs undertaken by the school, educational psychologist and Local Authority to determine whether an EHCP is relevant and to ascertain additionally for the pupil. |
|  | **Teacher of the Deaf / TOD** | A practitioner who specialises in teaching and supporting those pupils who have a diagnosed hearing impairment which impacts on their learning and progress. |
|  | **Transition** | When we talk about transition at Crumpsall Lane we are usually referring to the three points in education when children move into the next phase of their education. Main transitional points are into the school, from Early Years into Key Stage One, Key Stage One to into Key Stage Two and from Key Stage into High School, Transition is also when a child moves between settings. |
|  | **Visual Impairment / VI** | Difficulties based around fully or partially reduced functioning in one or both eye’s ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye. |