

Our Voice



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Glossary Of Terms

for the SEND Code of Practice 2015 and the Children and Families Act 2014

Annual Review

The Local Authority must review your child/young person's (C/YP) Plan at least every 12 months. During a review, the C/YP, parents, carers and professionals review your C/YP's progress.

Aspirations

A hope or ambition of achieving something.

e.g. to go to college, to be as independent as possible, to have a circle of friends etc.

They don't have to be realistic when very young, but as the child gets older, they should become closer to something they will be able to actually do/achieve.

C/YP

Children & Young People or Child/Young Person

A 'young person' is a person over compulsory school age (16) and under 25. This means they must have become 16 before the last Friday of June in the school year. For ease of reference, young people are referred to in the Code of Practice as 'over 16'.

Clinical Commissioning Groups (CCGs)

Overseen by NHS England, CCGs are NHS organisations responsible for the planning and buying of most hospital and community NHS services for their local area. Services include OT, SALT, Physio etc. Members include all GP practices, and other professionals, such as nurses and consultants.



SEND Code of Practice (SEND Code or SEND CoP)

The SEND Code of Practice explains the law relating to Part 3 of the Children and Families Act 2014. It relates to children and young people with Special Educational Needs (SEN) and Disabilities.

Co-Production

Working in a way which ensures that children, young people, parents and professionals feel they have been fully involved in and responsible for, the decisions that affect them, so they feel they “own” those decisions.

Disability

Someone is considered disabled by law if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ (usually more than 12 months) negative effect on their ability to do normal daily activities.

EHCPs

An EHC Plan (Education, Health and Care Plan) is a legal document which explains the things your child can and cannot do; what they want out of life and what support that needs to be put into place to achieve the outcomes. It should help them prepare for adulthood.

Local Offer

Local authorities must publish a Local Offer on their council website. This consists of information about what is available across education, health and social care for children and young people in their area who have SEN or a disability.

Local Area

The Local Area is the borough in which you live and includes the council as well as Clinical commissioning Groups (CCGs), local National Health Services (NHS) such as hospitals, GP surgeries, and schools and colleges.

Local Authority/Council

This is a legal organisation that is responsible for providing services such as collecting council tax and rubbish and street lighting, re-cycling, social care, housing, and parks, home to school travel assistance etc in the area in which you live.

Mediation

This is an independent, legal service free to parents, (as it's paid for by local authority) to help settle disagreements between parents/young people and local authorities over EHC needs assessments and plans.

Parents or young people can only use the service if they are unhappy with decisions made:

- not to carry out an EHC needs assessment, not to draw up an EHC plan,
- after they receive a final EHC plan or amended plan,
- following a decision not to amend an EHC plan or
- a decision to cease to maintain an EHC plan.

They should use this service before deciding whether to appeal to the First-Tier Tribunal.

With regard to Health and Social Care each agency will have its own appeals procedure

Needs

The barriers or difficulties preventing someone from doing something a typical child of the same age could do. It's not the diagnosis or label, but the difficulties that arise from this. E.g. if someone is a wheelchair user, their Need is they find it difficult to walk.

EHC Needs Assessment

An EHC needs assessment is a way to understand the "gaps" between a C/YP's current abilities and what others of a similar age could typically do.

Outcomes

It means the end result; what the C/YP cannot do now, but with help and support, will be able to do in the future. E.g. I'm gripping and holding a spoon and feeding myself by the time I'm 6. Or

I'm reading and following recipes to bake cakes on my own by the time I'm 15

They are usually longer term (more than 12 months) and should help the C/YP work towards their Aspirations. They are also written simply in a way that the C/YP and parents can understand

Personal Budgets or PBs

Young people and parents of children who are converting to or have EHC plans have the right to request a Personal Budget but do not have an automatic right to get this.

It is an amount of money agreed by the local authority to be given to, or held on behalf of, the parent or young person to help them achieve their outcomes. It must be used to buy the help or support written in the EHC plan.

Person-centred

Being person-centred is "listening to and understanding an individual, thinking of things from their point of view, to plan their support with them, putting them at the centre of decisions that relate to their lives."

Provision

The intervention needed to meet the Need E.g. support from a service like Physio, a resource like equipment, or an approach or strategy like small group working or a buddy system.

It is provision that is different from or additional to that normally available to pupils or students of the same age.

SEND

Special Educational Needs and Disability. A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

CoP xiv

SEND Support

Where a pupil is identified as having Special Educational Needs, schools should take action to remove barriers to learning and put effective special educational provision in place. Educational Settings must inform parents/guardians if a C/YP is under SEND Support or on the SEND Support Register.

Targets (or Short Term Outcomes)

These are typically short term Outcomes or smaller objectives/goals of less than 12 months. They should sit in the school level Plan where they can be reviewed on a regular/termly basis and contribute towards achieving the longer term outcomes agreed in the EHCP

Transfer Review Meeting/Conversion Meetings

If a C/YP has a Statement of Educational Needs, a Needs Assessment or Transfer Review Meeting is required to be held with the parent/guardians, C/YP and those professionals working with that child to agree Outcomes and Aspirations (based on Section A of the Plan,), the needs of that child, and suggested provision.

