

Educational Psychology Service – New model of delivery - Appendix 1:

Glossary of Key Terms

ADHD (Attention Deficit Hyperactivity Disorder)

A condition affecting behaviour, including levels of attention, hyperactivity, and impulsiveness.

Autism

A developmental condition affecting communication, behaviour, and social interaction.

Children and Families Act 2014

The legislation that sets out duties for local authorities regarding children and young people with special educational needs, including EHC assessments and plans.

Educational Psychologist (EP)

A registered practitioner psychologist who applies psychological knowledge and skills to support children and young people's learning, development, behaviour and wellbeing.

Educational Psychologists:

- Assess and understand children and young people's needs using psychological knowledge and evidence
- Provide advice and interventions to support learning, emotional wellbeing and development
- Work collaboratively with families, schools and other professionals
- Use professional judgement and research to inform decisions and improve outcomes
- Practise safely, ethically and within legal frameworks, maintaining high standards of care and accountability

They are regulated by the Health and Care Professions Council (HCPC) and must meet defined standards of proficiency to ensure safe and effective practice

Educational Psychology Service (EPS)

The service that delivers psychological support, advice, and assessments for children and young people.

Education, Health and Care (EHC) Needs Assessment

A formal process carried out by the local authority to assess a child or young person's education, health, and care needs. The assessment has to be completed within 20 weeks from the date the request is received.

Education, Health and Care (EHC) Plan

A legal document describing a child or young person's needs and the support required to meet those needs.

Experts at Hand (EAH) Team

Experts at Hand (EAH) is a national SEND reform initiative that provides schools, early years settings and colleges with access to specialist education and health expertise.

The EAH offer is designed to:

- Strengthen the ability of mainstream settings to support children and young people with SEND
- Provide a new route to access expert advice and support, including educational psychologists, specialist teachers, speech and language therapists, and occupational therapists
- Deliver early support and guidance, helping needs to be identified and addressed more quickly
- Improve inclusive practice, enabling more children to be supported effectively within mainstream education

EAH is delivered through local area partnerships between education, health and local authorities, and is intended to enhance existing services rather than replace statutory provision, including Education, Health and Care Plans (EHCPs).

Inclusion – Working Definition

Inclusion refers to how effectively a school or educational setting identifies, supports and enables all children and young people to participate, achieve and thrive, particularly those who face barriers such as Special Educational Needs and Disabilities (SEND), disadvantage or vulnerability. This includes:

- Having high expectations for all pupils, including those with additional needs
- Identifying needs early and accurately
- Putting in place appropriate support and adaptations to remove barriers to learning
- Working in partnership with families, professionals and services
- Ensuring learners are fully included in the life of the school or setting

Inclusion is not a standalone activity, but a principle that underpins all aspects of education, including quality of education, behaviour, attendance and wellbeing.

Local Authority

The council responsible for delivering education, health, and care duties (in this case, Rotherham Council).

Occupational Therapist

A professional who supports children with physical, sensory, or developmental needs.

SEND (Special Educational Needs and Disabilities)

A term describing children and young people who require additional support due to learning difficulties or disabilities.

SEND Code of Practice (2015)

Statutory guidance outlining how organisations must support children and young people with SEND.

SEND Executive Board

The SEND Executive Board is the senior multi-agency governance body responsible for overseeing the delivery, improvement and performance of services for children and young people with Special Educational Needs and Disabilities (SEND). It brings together leaders from education, health and social care, with delegated authority to act on behalf of their organisations.

SEMH (Social, Emotional and Mental Health)

A type of special educational need relating to emotional wellbeing, behaviour, and mental health.

Speech and Language Therapist

A specialist who supports children with communication and language difficulties.

Statutory Duties

Legal responsibilities that the local authority must fulfil.

Statutory Timescales

Legally required time limits for completing processes such as EHC assessments. For example, EHC needs assessment must be completed within 20 weeks of the request.

Traded Services

Services provided by the council that schools and organisations can buy.