Glossary of Terms

Accessibility
Making buildings, services, information and learning environments easier for disabled children and young people to use and access.

Academy
A state-funded school that operates independently from the local authority and is usually part of a multi-academy trust.

Alternative Provision (AP)
Education provided for children and young people who cannot attend a mainstream school for a period of time because of their needs or circumstances.

Attendance
How regularly a child goes to school or another education setting.

Best Start Summit
A local event where professionals, partners and stakeholders come together to discuss improving outcomes for children and families.

Capital Funding
Money used for buildings, facilities, improvements or major equipment rather than day-to-day running costs.

Child Voice
The views, experiences and opinions of children and young people which help shape services and decision-making.

Co-production
Professionals, families, children and young people working together as equal partners to design, improve and evaluate services.

Commissioning
Planning, buying and organising services to meet the needs of children, young people and families.

Consultation
Seeking and considering the views of people affected by a proposal before decisions are made.

Data Capability
The ability of organisations to collect, analyse and use information effectively to improve services and make decisions.

Department for Education (DfE)
The government department responsible for education and children's services in England.

Disability
A physical, sensory, learning or mental health condition that has a substantial and long-term impact on someone's daily life.

Educational Psychologist (EP)
A specialist professional who helps children and young people overcome barriers to learning, development and wellbeing.

Education, Health and Care Needs Assessment
A formal assessment carried out to determine whether a child or young person requires an Education, Health and Care Plan.

Education, Health and Care Plan (EHCP)
A legal document that sets out a child or young person's special educational needs and the support they must receive.

Early Intervention
Providing help as soon as concerns are identified to prevent problems becoming more serious.

Early Years
Education and childcare for children before they start school, usually from birth to age five.

Equitable
Fair and consistent, ensuring people receive the support they need based on their circumstances.

Exclusion
When a pupil is removed from school, either temporarily or permanently, because of behaviour or other concerns.

Experts at Hand (EAH)
A proposed multi-disciplinary support model that brings specialist expertise closer to schools, settings and families so help can be provided earlier.

Further Education (FE)
Education after secondary school but below university level, such as colleges and sixth forms.

Graduated Pathway
A clear route showing the stages of support available as a child's needs increase.

Graduated Response
The process schools use to identify, assess, support and review a child's needs before considering more specialist intervention.

High Needs Block (HNB)
The part of school funding used to support children and young people with SEND who require additional help.

High Needs Budget
The budget used to pay for specialist SEND provision, EHCP support and additional services for children with higher levels of need.

Inclusion
Ensuring all children and young people can participate, learn and belong in their local education setting where appropriate.

Inclusion Base
A specialist provision attached to a mainstream school that provides targeted support while maintaining links with mainstream education.

Independent Placement
A placement in a specialist school or provision that operates independently of the local authority. These placements are often more costly.

Integrated Care Board (ICB)
The NHS organisation responsible for planning and funding health services in a local area.

Joint Commissioning
Different organisations, such as councils and health services, working together to plan and fund services.

Local Partnership Maturity Assessment
A review of how effectively organisations work together to support children and young people with SEND.

Mainstream School
A school that educates most children and young people, including those with SEND, rather than a specialist school.

Multi-Academy Trust (MAT)
An organisation responsible for running a group of academies.

Multi-disciplinary Team
A group of professionals from different backgrounds working together to support children and families.

Occupational Therapy (OT)
Specialist support that helps children develop skills needed for everyday life, learning and independence.

Parent Carer Forum
A representative group that brings together parents and carers of children with SEND to share experiences and influence services.

Parental Confidence
How confident parents feel that services understand and meet their child's needs.

Pathway
A clear description of the support, services and steps available to children and families.

Persistent Absence
A child missing a significant amount of school, usually defined nationally as attendance below a specified threshold.

Placement
The education setting where a child or young person receives their education.

Preparation for Adulthood
Support that helps young people develop the skills, independence and opportunities needed for adult life.

Quality Assurance (QA)
Checking that services, processes and support are effective, consistent and meet expected standards.

SEND
Special Educational Needs and Disabilities. A child or young person has SEND if they need additional support to learn because of a disability or learning difficulty.

SEND Code of Practice
National guidance that explains how organisations must identify and support children and young people with SEND.

SEND Self-Evaluation Framework (SEF)
A tool used by organisations to assess the quality and effectiveness of their SEND services and support.

SENDIASS
Special Educational Needs and Disabilities Information, Advice and Support Service. An independent service that provides advice and support to families.

SEND Tribunal
An independent court that hears appeals about SEND decisions, including EHCPs.

SENDAP
The local SEND Accountability and Partnership arrangements that oversee SEND improvement work and reform delivery.

Special Educational Needs (SEN)
A learning difficulty or disability that means a child needs extra educational support.

Special School
A school specifically designed for children and young people whose needs require specialist provision.

Specialist Provision
Education or support specifically designed for children with more complex needs.

Specialist Teaching
Support provided by teachers with expertise in particular SEND needs.

Speech and Language Therapy (SALT)
Specialist support that helps children develop communication, speech, language and understanding skills.

Statutory
Required by law.

Statutory Duties
Legal responsibilities that organisations must carry out.

Statutory Override
A temporary government accounting arrangement that prevents SEND deficits immediately affecting local authority budgets.

Sufficiency
Having enough school places, services and support to meet local needs

Threshold of Need
A shared description of the level of need required to access different types of support or services.

Therapy Waiting Times
The time children and families wait before receiving therapeutic support such as speech and language therapy or occupational therapy.

Workforce Capacity
Having enough staff with the right skills and experience to deliver services effectively.

Workforce Development
Training and professional learning that helps staff improve their knowledge and skills.