

# Hazelwood Schools

## SEND Glossary of Terms



**SEND Code of Practice 2015:** The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It is a set of guidelines that the DfE say local authorities and schools should follow.

**SENDCo:** SENDCO stands for special educational needs and/or disabilities coordinator. They are also called SENDCo's in some schools. A SENDCo (SENCO) is a qualified teacher who has had extra training about SEND. They arrange all the extra support for children and young people with SEND.

**SEND:** Stands for Special educational needs and disabilities which can affect a child or young person's ability to learn. Additional needs can also affect children's behaviour, ability to socialise and ability to understand things.

**Barriers to Learning form:** This is a school protocol which we use to identify and record difficulties that children have in school both emotionally and academically.

**LSP:** Stands for learning support plan which shows the most recent targets that pupils are working towards. It also incorporates the pupil's SEND history and support received.

**LA:** Stands for local authority. They are multi-purpose bodies responsible for delivering a broad range of services in relation to roads; traffic; planning; housing; economic and community development; environment, recreation, amenity services, fire services and of course education. They also hold and maintain the register of electors.

**Orchard Group:** This is a specialist unit in school that supports our youngest pupils with Autism (ASD).

**Enfield's Local Offer:** They provide help and support to children and young people with Special Educational Needs and Disabilities (SEND), and their families. A wide range of services are on offer for parents and carers, as well as young people who want to live as independently as possible.

**AFL:** Stands for assessment for learning which is an approach to teaching and learning that creates feedback which is then used to improve pupil performance. Children

become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

**Pupil progress meetings:** These are professional conversations between our class teachers and our phase leaders to analyse the progress of pupils and celebrate success. The school SENDCo will also be present to discuss the implementation of support for children on the SEND register.

**NFER tests:** These are tests that reflect the style and format of the national curriculum tests to help build pupils' familiarity with more formal assessment. NFER tests users gain access to our free online analysis tool for instant progress measuring and gap analysis.

**SATS:** SATs are standardised assessment tests administered by primary schools in England to children in Year 2 and Year 6 to check their educational progress. Baseline assessments: These are assessments that are carried out at the start of the school year to provide information on the child's starting point. It provides a critical reference point for assessing changes and impact at the end of the year.

**Early Learning Goals:** The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the end of their reception year. They will be working towards these goals throughout the EYFS which is nursery and reception class.

**SLT:** The senior leadership team focus on leading school improvement priorities, monitoring teaching and learning, staff development and can include wider areas, such as safeguarding or Special Educational Needs and/or Disabilities (SEND). It is the role of the SLT to set the school's direction.

**AET:** The Autism Education Trust (AET) is an organisation established in 2007 with funding from the Department for Children, Schools and Families. It is dedicated to coordinating and improving education support for all children with autism in England. It is estimated that one in 100 children have Autism.

**EHCP:** An educational health care plan is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. It was formerly known as a 'statement of special educational needs'.

**IHCP Individual Health Care Plan:** Individual health care plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on a child's case. The aim is to ensure that schools know

how to support your child effectively and to provide clarity about what needs to be done, when and by whom.

**Learning Mentor:** Learning mentors work with children to help them address either emotional or academic barriers through supportive one-to-one relationships and sometimes small group work.

**Mental Health Lead:** Supports staff by ensuring they are equipped with the skills to support and manage pupils with mental health needs in their class.

**The Hub:** Is a safe space in the school that SEND children can access throughout the day with their support worker or with support from the SENDCo when they need a break from the mainstream classroom.

**EWO Education Welfare Officer:** is a local government official who ensures that all children within the age of getting formal education are sufficiently educated, be it in school or at home.

**LAC:** A child or young person who is being cared for by their local authority is known as a 'looked-after' child. They might be living in a children's home, or with foster parents, or in some other family arrangement. Although the term used is 'looked-after child', this refers to any young person up to the age of 18.

**PEP:** A PEP is a personal education plan. The document shows how a child is currently progressing both academically and emotionally and what support they need to reach their goals.

**AR:** An annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change or not.

**Designated Safeguarding Lead:** Is the person who has the duty to ensure a company's safeguarding policy is followed by all members of staff in the setting.

**Joseph Clarke Service:** The Joseph Clarke Educational Service, based at the Joseph Clarke school, support blind and partially sighted children (from birth to 19 years of age) in the London Boroughs of Waltham Forest, Redbridge, Barking and Dagenham, and Enfield.

**OFSTED:** Are school inspectors who aim to improve lives by raising standards in education and children's social care. They inspect and regulate thousands of organisations and individuals providing education, training and care – from childminders to training providers, schools to local authorities – and then they share what we find through official reports