

JARGON BUSTER FOR SPECIAL EDUCATION

Unfortunately, special education uses a number of terms and abbreviations that can be confusing to parents and others who are unused to them. This jargon buster tries to list the most common and to describe their place in the special education system. They are not intended to provide a legal definition.

Annual review: the review of a statement of special educational needs which an LEA must make within 12 months of making the statement or, as the case may be, of the previous review.

Carer: a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because they have care of the child (see the definition of Parent below). If so, they will have a role to play in the consideration of a child's special educational needs.

Child protection register: in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues. Children 'in need': a child is deemed to be 'in need' if: they are unlikely to achieve and maintain, or do not have the opportunity to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or their health and development are likely to be significantly impaired, or further impaired, without provision made by the local authority; or they are disabled. (Section 17(10))Children Act 1989)

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- if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority; or
- if he or she is disabled. (Section 17(10), Children Act 1989).

Connexions Service: The service provides a single point of access for *all* 13 – 19 year olds to help them prepare for the transition to work and adult life.

Connexions Personal Advisers (PAs): provide a universal information, advice and guidance service for all young people 13 – 19 years when and where they need it – whether they are at school, in further education, in or out of work.

Definition of SEN: A child is defined as having special educational needs (SEN) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those that schools generally provide for children of the same age in the area. The children who need special educational education are not only those with obvious learning difficulties, such as those who are physically disabled, deaf or blind. They include those whose learning difficulties are less apparent, such as slow learners and emotionally vulnerable children. It is estimated that up to 20% of school children may need special educational help at some stage in their school careers.

Department for Education and Skills (DfES): the Government Department responsible for all matters to do with education.

Disagreement Arrangements: All LEAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and the LEA or a school. They must include an independent element. They are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using these arrangements is voluntary and does not in any way affect a parents right to appeal to the SEN Tribunal.

Disapplication: removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these including entire subjects or the entire National Curriculum through relevant regulations. (See also Modification, below.)

Early education practitioners: all the adults who work with children in early education settings, whatever their qualifications.

Early education settings: providers in receipt of government funding to deliver early education including – maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority daycare providers such as day nurseries and family centres, other registered daycare providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited childminders working as part of an approved National Childminding Association network.

Early learning goals: expectations in each of the six areas of learning for most children to reach by the end of the foundation stage.

Early Years Action: when the early education practitioner who works day-to-day with the child or the SENCO identify that a child has special educational needs together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An IEP will usually be devised. **Early Years Action Plus:** when the early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the child through *Early Years Action* can be put in place. A new IEP will usually be devised.

Early Years Development and Childcare Partnerships: Every LEA is required to establish an early years development partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans.

Educational Psychologist (EP): educational psychologists offer help and guidance to staff and parents who work with children with significant learning, communication, social, emotional, behavioural, physical or sensory difficulties.

Education supervision order: an order that LEAs, under section 36 of the Children Act 1989, can apply for a child of statutory school age who is not being properly educated to be put under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Education Welfare Officer: person employed by an LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance. In some LEAs Education Welfare Officers are known as Education Social Workers.

