



Glossary of terms relating to the  
Special Educational Needs  
and Disability (SEND)  
Quality Assurance Toolkit

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**This information has been produced by Aspire Children's Services  
as part of the resource pack that compliments their  
SEND Quality Assurance Self Evaluation Framework.**

### Advocacy

Advocacy means getting support from another person to help you express your views and wishes, and to help to make sure your voice is heard. Under the Children and Families Act 2014, local authorities must ensure that advocacy is provided for young people undergoing transition assessments (providing certain conditions are met. See Section 67 of the Care Act 2014).

### Annual Review

Under the Education Act 1996 local authorities had to carry out a review of every Statement of Educational Needs at least once every 12 months. Under the Children and Families Act 2014 local authorities must carry out a review of every Education Health and Care Plan (EHC plan) every 12 months as a minimum.

### Children and Families Act 2014

The law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0 – 25 Years.

### Children Act 2004

The Children Act 2004 is the basis for most official administration considered helpful to children, notably bringing all local government functions of children's welfare and education under the statutory authority of local Directors of Children's Services.

### Children's Adolescent Mental Health Services (CAMHS)

CAMHS is used as a term for all services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.

Local areas have a number of different support services available. These might be from the statutory, voluntary or school-based sector, such as an NHS trust, local authority, school or charitable organisation. Children and young people may need help with a wide range of issues at different points in their lives. Parents and

carers may also need help and advice to deal with behavioural or other problems their child is experiencing. Parents, carers and young people can receive direct support through CAMHS.

## Children's Education and Advisory Service (CEAS)

The Children's Education and Advisory Service provides expert and impartial advice about the education of service children both overseas and in the United Kingdom.

## ChiMAT

ChiMAT provides information and intelligence to improve decision-making for high quality, cost effective services. Our work supports policy makers, commissioners, managers, regulators, and other health stakeholders working on children's, young people's and maternal health.

Since 1 April 2013, the former Child and Maternal Health Observatory (ChiMAT) have been part of Public Health England (PHE), an executive agency of the Department of Health. PHE has been established to protect and improve the nation's health and wellbeing and to reduce inequalities.

## Chronically Sick and Disabled Persons Act (CSDPA) 1970

**The Chronically Sick and Disabled Persons Act (1970, Section 2)** gave Local Authorities a duty to assist disabled people (as defined by Section 29 of the National Assistance Act 1948) with:

- Practical assistance in the home;
- Provision (or assistance to obtain) radio, TV, library or other recreational services;
- Provision of lectures, games, outings, recreational or educational activities outside the home;
- Provision of services or assistance in obtaining travel to and from the home to participate in any of the activities mentioned;

- Assistance in arranging adaptations or provision of additional facilities to promote "safety, comfort or convenience";
- Provision of meals in the home or elsewhere;
- Assistance in obtaining a phone and any special equipment necessary to use it.

Section 1 gives Local Authorities a duty to publish information and inform individuals of their entitlement to relevant services.

Any social care provision that is provided under the Chronically Sick and Disabled Act 1970 must be included in Section H1 of an Education Health and Care plan.

### Clinical Commissioning Group (CCG)

CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary health services for people locally.

### Corporate Parent

'Corporate Parent' means the collective responsibility of the council, elected members, employees, and partner agencies, for providing the best possible care and safeguarding for the children who are looked after by the council.

### Designated Medical Officer (DMO)

The Designated Medical Officer for children and young people aged 0-25 with Special Educational Needs (SEN) and disabilities provides the point of contact for local authorities, schools and colleges seeking health advice on children and young people who may have SEN or disabilities, and provides a contact for Clinical Commissioning Groups or health providers so that appropriate notification can be given to the local authority of children who they think may have SEN or disabilities.

This is a non-statutory role which would usually be carried out by a paediatrician, but there is local flexibility for the role to be undertaken by a suitably competent qualified and experienced nurse or other health professional (in which case the role would be the Designated Clinical Officer).

## Direct Payment

A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a personal budget so that the parent or young person can buy certain services that are specified in their EHC plan.

## Disagreement Resolution

Local authorities must provide independent disagreement resolution services to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision. You can find more information on disagreement resolution in the SEND Code of Practice, paragraphs 11.6-11.10.

## Early Help Assessments

The Early Help Assessment (EHA) is a standardised approach to assessing children and young people's needs and deciding how they should be met. The purpose of EHA is a **whole family assessment** which helps determine the needs of all family members and therefore, what is required to help the family meet those needs.

Early Help Assessments form part of a continuum of support for children and young people with SEND from universal services to more specialist services.

## Early Years Foundation Stage (EYFS) September 2014

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;

- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### Education Funding Agency (EFA)

The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.

The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.

### Education Health and Care (EHC) needs assessment

Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan.

The assessment will explore the special educational needs that the child or young person has and what help he or she may need in order to learn. It is sometimes called a statutory assessment.

### Education Health and Care plan (EHC plan)

An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.

### Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

## First Tier Tribunal (SEN and Disability)

The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.

## Further Education (FE)

Further education (FE) is used to describe the education that occurs following compulsory post-16 secondary education, which is usually distinct from that offered in universities (higher education). It includes many different levels such as A Levels and Higher National Diplomas.

Foundation Degrees are also a type of further education and take 2 years to complete (or 3-4 part-time) compared with the 3-4 years of most bachelors degrees, however they are offered by both universities and colleges; sometimes it is possible to 'top-up' a Foundation Degree to a bachelors degree, with 1 year or more of extra study.

Further education is usually taught in the sixth-form college part of a school or in independent FE colleges, as well as in other work-based, adult and community learning institutions. Further education programs will usually go up to Level 3 (e.g. Advances Apprenticeships or A Levels) and are often designed to provide the skills to advance to HE. In the US FE is sometimes referred to as continuing education.

## Graduated approach

The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:

**Assess – Plan – Do – Review**

## Health and Wellbeing Board

The Health and Social Care Act 2012 established health and wellbeing boards as a forum where key leaders from the health and care system work together to improve the health and wellbeing of their local population and reduce health inequalities. Health and wellbeing board members will collaborate to understand their local community's needs, agree priorities and encourage commissioners to work in a more joined-up way. As a result, patients and the public should experience more joined-up services from the NHS and local councils in the future.

### Independent Supporter

A person recruited by a voluntary or community sector organization to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

### Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

SENDIASS provides information, advice and support about special educational needs (SEN), disability, health and social care for children, young people and parents.

### Joint Commissioning Arrangements

Section 25 of the Children and Families Act 2014 places a duty on local authorities to ensure integration between educational provision and training provision, health and social care provision, where this would promote wellbeing and improve the quality of provision for disabled children and those with SEN.

The Care Act 2014 requires local authorities to ensure co-operation between children's and adults' services to promote the integration of care and support with health services, so that young adults are not left without care and support as they make the transition from children's to adult social care.

In every local authority area there must be Joint Commissioning Arrangements between the Local Authority (LA) and the relevant Clinical Commissioning Groups (CCGs). There must be also be arrangements with NHS England for disabled children and young people and those with SEN who require specialist services commissioned directly by NHS England at a national or regional level.

## Joint Strategic Needs Assessment and Joint Health and Wellbeing Strategy

A Joint Strategic Needs Assessment (JSNA) looks at the current and future health and care needs of local populations to inform and guide the planning and commissioning of health, well-being and social care services within a local authority area. The JSNA informs the development of a local area Joint Health and Wellbeing Strategy. This strategy sets out how the local area will address identified health needs, reduce health inequalities and improve health and wellbeing outcomes for the local population.

## Key Worker

Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a local authority or local health organization, a school or college, or form a voluntary or private sector body.

## Learning Difficulty Assessment (LDA)

Learning Difficulty Assessments set out what additional learning support a young person needed when continuing their education into some form of post-16 education or training.

From 1 September 2014 LDAs will be replaced by EHC plans. Local authorities must transfer young people who already have provision as a result of an LDA to the new SEND system by 1st September 2016 if they are staying in further education or training after that date, and need an EHC plan.

## Local Authority/Authorities

Local authorities are administrative offices that provide services within their local areas. There are 152 education authorities across England.

## Local Healthwatch

Local Healthwatch was established following the Health and Social Care Act 2012. Local Healthwatch organisations replaced Local Involvement Networks (LINs) to become 'the local consumer champion for patients, service users and the public', covering both health and social care.

### Local Offer

The Local Offer, published by every local authority, tells you what support is available for children and young people with special educational needs and/or disabilities, and their families. It includes information about education, health and care provision. It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.

### Local Transition Plan

Every local authority must publish a plan that explains when and how Statements of Special Educational Need will be transferred to the new system, as well as information for young people in further education and training who receive support as a result of a Learning Difficulties Assessment.

### Mainstream School

This is a school that provides education for all children, whether or not they have special educational needs or disabilities.

### Mediation

Mediation is a type of disagreement resolution. Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:

- A decision not to carry out an EHC needs assessment;
- A decision not to draw up an EHC plan;
- The content of a final EHC plan or amended plan;
- A decision not to amend an EHC plan;
- A decision to cease to maintain an EHC plan.

Mediation must also be provided on the health and social care elements of an EHC plan.

You can find out more information on mediation in the SEND Code of Practice, paragraphs 11.13-11.38.

## Mediation Advice

The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.

However, it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.

## 'Must'

In the SEND Code of Practice where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.

This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code of practice have a legal duty to do what the Code says.

## NHS England

NHS England leads the National Health Service (NHS) in England. It sets the priorities and direction of the NHS and encourage and inform the national debate to improve health and care.

A lot of the work NHS England does involves the commissioning of health care services in England. They commission the contracts for GPs, pharmacists, and dentists and we support local health services that are led by groups of GPs called Clinical Commissioning Groups (CCGs). CCGs plan and pay for local services such as hospitals and ambulance services.

## NHS Mandate

NHS England is the independent organisation now responsible for managing the budget and the day to day workings of the NHS. It supports clinical commissioning groups – local groups of GPs and other health professionals who now buy most NHS services – to improve patient care. The Mandate is published every year to make sure it is up-to-date, but it also sets long term ambitions to make sure the

NHS is always there and always improving. NHS England must try to achieve these ambitions and the Secretary of State for Health will hold them to account for improving care for people.

### Outcome

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided". Outcomes should be included in Section E of an Education Health and Care plan and relate to the aspirations described in Section A and the needs identified in Sections B, C and D.

### Parent Carer Forum

A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most local authority areas.

### Personal Budget

A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care. Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.

### Personal Health Budget

A **personal health budget** is an amount of money to support your identified **health** and wellbeing needs, planned and agreed between you and your local NHS team. The aim is to give people with long-term conditions and disabilities greater choice and control over the **healthcare** and support they receive.

## Person Centred Planning

Person-centred planning (PCP) is a set of approaches designed to assist someone to plan their life and supports. It is used most often as a life planning model to enable individuals with disabilities or otherwise requiring support to increase their personal self-determination and improve their own independence.

## Reasonable Adjustments

Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).

## SEND Code of Practice

This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.

## SEN Information Report

All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date. It may also be known as the school's Local Offer. The information that has to be included can be found in Paragraph 6.79 of the SEND Code of Practice.

## SEN Support

SEN support includes any help for children and young people with SEN that is additional or different from the support generally made for other children of the same age. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in the process.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

### **SEND Tribunal**

See First Tier Tribunal (SEN and disability).

### **Signposting**

Sometimes a service that provides information, advice and support may be asked for help it is not able to give directly. When this happens the person seeking information, advice and support may be signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.

### **Special Educational Needs Coordinator (SENCO)**

A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO.

# Notes



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