



The Rotherham Parent Partnership Service

What do all the Words Mean Terms and Abbreviations

There are also *Glossaries* in the Special Educational Needs Code of Practice and SENCO Box of Tricks, Section 7

Annual Review

The review of a Statement of special educational needs which is held every year. This is to check on a child's progress. Parents/carers are invited and should receive copies of all reports (see Annual Review fact sheet for more information).

Assessment

Finding out what a child can and cannot do. Assessment can mean observing the child at home or at school, by talking with people who know the child well or by giving the child things to do or learn. Assessment is used to check a child's progress and see if a teaching strategy is working. It may be carried out over a period of time. A class teacher, classroom helper, specialist teacher, educational psychologist or parents may carry out an assessment.

British Ability Scales (BAS)

Test commonly used by Educational Psychologists

Code of Practice (Special Educational Needs)

This code, on the identification and assessment of Special Educational Needs, was published in 2001.

Cognitive Ability Tests (CATs)

A standardised assessment test used by many schools, most commonly early in Year 7. It may be given to a complete year group as a screening exercise. The results may be used to project a child's potential at KS3 and GCSE level or identify children with exceptional talents or learning difficulties/disabilities. The test has three parts. Verbal which tests reading and literacy ability, quantitative which tests maths and calculation ability and non verbal which assesses reasoning ability.

The three Standard Age Scores are sometimes averaged together and given as one score.

Cognitive skills

These include language, memory, problem solving and understanding abilities. They are the thinking part of the learning process.



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Connexions

A youth service providing guidance, support and personal development services for all 13 - 19 year olds.

Curriculum

The work and activities that all children do in school (see also National Curriculum).

Differentiation

Teaching a child in ways and at levels which suit their individual ways of learning. The organisation of teaching programmes and methods in ways to suit the age, ability and aptitudes of individual children in the class.

Disapplication

A term used where National Curriculum requirements may not apply to a pupil.

Early Education Settings

All preschool education provision such as nursery classes and schools, day nurseries and playgroups.

Early Years Action

When a pre-school worker who has day to day contact with a child identifies a learning difficulty and devises ways of working with the child that are additional to or different from those provided as part of the normal way of teaching. An Individual Education Plan will be written.

Early Years Action Plus

When very little or no progress is made in Early Years Action, extra support and advice is requested from other support services who can help early education settings with working on new targets, special assessments materials or particular activities.

Education Committee

Group of elected councillors. They meet regularly to plan and make decisions about education needs in the authority.

Educational Psychologist (EP)

A specialist who has studied how children learn and behave. They will have worked as a teacher and will help children, parents and teachers to overcome difficulties with children's learning and behaviour. Permission from parents is needed before the psychologist works with a child. An EP must have been involved before a Statutory Assessment can be started..



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Foundation Stage

The age of 3 to the end of Reception Year, preparing children for learning in year 1, key stage 1.

Hearing Impaired (HI)

Service for children with hearing impairment.

Independent Parental Supporter (IPS)

A person, service or voluntary organisation providing a range of support and information for parents but who does not take part in the decision making process determining the type and level of help offered to a child with Learning Difficulties/Disability or Special Educational Needs (see fact sheet 'What is an Independent Parental Supporter?').

Individual Education Plan (IEP)

A working document that includes information about planning, teaching and reviewing a child's work programme. It sets out agreed targets and includes suitable teaching strategies for use over a set period of time (see fact sheet 'What is an Individual Education Plan?').

Key Stages

These are the four stages of pupil's progress in acquiring knowledge and skills as set out in the National Curriculum. Pupils are tested at the end of each stage. Key Stage 1 covers pupils between the ages of 5 and 7, Key Stage 2 ages 7 to 11, Key Stage 3 ages 11 to 14 and Key Stage 4, 14 to 16.

Learning Difficulties

A child has learning difficulties if he/she finds it much harder to learn than most children of the same age. He/she might have a problem with general understanding, behaviour, reading, numbers or social skills. It can also mean that there is a disability that prevents the child from using some or all of the facilities normally provided in school.

Mainstream School

An ordinary school for all children not just those with special educational needs

Maintained School

Any county or voluntary school maintained by the Local Authority including any maintained special school.

Motor skills

Often referred to as Fine and Gross, and are to do with movement. Fine motor skills describe small movements, usually to do with hands eg, ability to write, carry out art and

Rotherham Parent Partnership Service
Norfolk House, Walker Place
Rotherham S65 1AS

Tel: 01709 823627
E-Mail: Parentpartnership@rotherham.gov.uk
www.rotherhamparentpartnership.com



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craft activities. Gross motor skills describe movement of the whole body, arms and legs as in performance in physical activities and games

Named Officer

The person at the Local Authority who deals with your child's case.

National Curriculum

The curriculum, as laid down in the Education Act 1988 and subsequent Orders, to be followed by all state schools.

National Foundation for Educational Research. (NFER)

This research group publishes most of the formal, standardised academic tests that can be administered by school staff, educational psychologists and some health professionals.

Note in lieu

A detailed report of a child's special educational needs which may be issued if the Local Authority complete a statutory assessment but decide not to issue a Statement. It describes the child's SEN, explains why a statement is not being issued and sets out what extra help should be provided. The note includes copies of all the advice reports that were used for the statutory assessment (see fact sheet 'Note in Lieu').

Occupational Therapist (OT)

A therapist who can assess how to maximise and maintain individual independence in every day living skills. They can advise on aids, equipment or home adaptations, which might help children to manage more easily.

Parental Responsibility

All the rights, duties, powers, responsibility and authority which by law the parent of a child has. Where a child's father and mother were not married to each other at the time of the birth the mother automatically assumes parental responsibility.

Percentile.

Is a measurement used to show how, out of 100 children of a similar age, a child will perform with regard to ability.

eg Out of 100 children of a similar age, a child at the 10th percentile will do better than 9 but worse than 89 children. But the average range will be between the 16th and 84th percentile.



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Physiotherapist

Chartered Physiotherapists are qualified therapists trained to assess, evaluate and treat people using rehabilitation techniques and therapies, for a number of physical conditions.

Portage

A means of providing materials and help for parents of pre-school children with learning difficulties/disabilities.

Reading Age (RA)

A formal way of recording the level of a child's reading. A reading age can be compared to a child's actual age in order to measure achievement. Different assessments may test the child's ability to read aloud or silently, test knowledge of the meaning of words or show the level of comprehension of longer pieces of text.

School Action

When a school worker who has day to day contact with a child identifies a learning difficulty and devises ways of working with the child that are additional to or different from those provided as part of the normal way of teaching (see fact sheet 'What is School Action?').

School Action Plus

When very little or no progress is made at School Action, extra support and advice is requested from other support services which help staff with working on new targets, special assessments materials or particular activities(see fact sheet 'What is School Action Plus?').

SENCO

Special Educational Needs Co-ordinator.

Sensory impairment

Is usually to do with visual or hearing problems.

Short term auditory sequential memory.

Repeating numbers or words in the same order immediately after being told the numbers.

Spatial reasoning

Being able to work out patterns or sequences

Special Educational Needs (SEN)

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Rotherham S65 1AS

Tel: 01709 823627
E-Mail: Parentpartnership@rotherham.gov.uk
www.rotherhamparentpartnership.com



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Special Educational Needs is a legal term meaning learning difficulties that call for special educational provision to be made. (see also Code of Practice). The phrase 'Learning Difficulty and Disability' is replacing the term 'SEN' outside of Legal situations.

Special Educational Needs and Disability Tribunal

An independent body that hears appeals against decisions made by Local Authorities on Statutory Assessments and Statements. They also hear appeals of Disability Discrimination against schools. The Tribunal decision will be binding on both parties.

Special Educational Provision

The extra or different help given to children with Learning Difficulties and Disabilities.

Special School

A school which is just for some children who have a Statement of Special Educational Needs.

Speech and language

Speech is saying words, language is being able to receive and express words with meaning and understanding

Standard Age Score (SAS)

A formalised way of recording the level of a child's achievement by comparing his/her performance to that of other children of the same age. An SAS score of 100 indicates average, 110 to 130 above average and 70 to 90 below average performance. Two children with the same test marks can receive different SAS scores if their ages are not the same or receive the same SAS scores even if their test marks are different.

Child	Age	Test score	SAS Score
A	11yrs 2m	25	103
B	11yrs 10m	25	98
C	12yrs 1m	22	100
D	12yrs 11m	26	100

Eg

Child A gets a higher SAS score than Child B because he is 8 months younger and therefore *performing better for his age* than Child B.

Child C and Child D are both performing at the level expected for their ages so both score 100.

Movements in SAS scores over time can be used to identify progress or areas of concern.



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Standard Attainment Tests (SATs)

Used to assess attainment at the end of the Key Stages of the National Curriculum.

Statement of Special Educational Needs

A legal document that states a child's special educational needs and the provision the school and Local Authority will offer to meet those needs (see fact sheet 'What is a Statement?').

Statutory (Formal) Assessment

The process used by the Local Authority to collect information about a child's special educational needs. From this a decision is made to either issue or not issue a statement (see fact sheet 'What is a Statutory Assessment?')

Transition

The process of moving children from one phase of education to another e.g. from junior to secondary school (Y6-Y7) and from secondary school to work or college (see fact sheets on 'Moving from Primary to Secondary School' and 'What is a Y9 Transition Plan and Review?')

Transition Plan

At the Y5 and Y9 Annual Reviews a Transition Plan will be made which outlines the best way forward to meet the child's special educational needs. All professionals involved with the child will contribute to the plan.

Unique Pupil Number (UPN)

The government allocates these confidential numbers to all children when they start school. The UPN is used to track the child through all the years of his/her education.

Verbal or linguistic ability.

Means language.

Visually impaired Service (VIS)

Service for children with visual impairment.

Voluntary Organisations

Organisations, usually charities, which provide help and advice that is often linked to particular needs.

WASI

Wechsler Abbreviated Scales of Intelligence. Test commonly used by Educational Psychologists



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WISC

Wechsler Intelligence Scale for Children. Test commonly used by Educational Psychologists

WOND

Wechsler Objective Numerical Dimensions. Test commonly used by Educational Psychologists

WORD

Wechsler Objective Reading Dimensions. Test commonly used by Educational Psychologists

WPPSI

Wechsler Pre School and Primary Scale of Intelligence. Test commonly used by Educational Psychologists