



SEND Acronyms

A	
AA	Admissions Authority
AA	Attendance Allowance
AAC	Augmentative and Alternative Communication
ACE	Adverse Childhood Experience
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASB	Anti-Social Behaviour
ASD	Autistic Spectrum Disorder
ASC	Autistic Spectrum Condition
B	
BSL	British Sign Language
BwD	Blackburn with Darwen
BSP	Behaviour Support Plan
C	
C&YP	Children and Young People
CA	Carers Allowance
CA	Chronological Age
CAB	Citizen's Advice Bureau
CAF	Child and Family Assessment
CAF	Common Application Form (admissions)
CAMHS	Child and Adolescent Mental Health Service
CANW	Child Action North West
CCG	Clinical Commissioning Group
CCCT	Children's Complex Care Team
CDC	Council for Disabled Children
CETR	Care, Education and Treatment Review
CHC	Continuing Health Care
CIN	Child In Need
CIOC	Child In Our Care
CITNS	Children's Integrated Therapy and Nursing Service
CLC	City Learning Centre
CofE	Church of England
CoP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
CSO	Child Support Officer
CTR	Care and Treatment Review

D	
DCO	Designated Clinical Officer
DDA	Disability Discrimination Act
DLA	Disability Living Allowance
DFE	Department For Education
DFG	Disabled Facilities Grant
DMO	Designated Medical Officer
DP	Direct Payments
DSA	Disabled Students Allowance
DWP	Department for Work and Pensions
E	
EFA	Education Funding Agency
EHE	Elective Home Education
EHC	Education Health and Care
EHCP	Education, Health and Care Plan
ELCAS	East Lancs Child and Adolescent Support Service
ELHT	East Lancashire Hospitals Trust
EOTAS	Education Other Than At School
EP	Educational Psychologist
EWO	Education Welfare Officer – now known as IO
EYFS	Early Years Foundation Stage
F	
FE	Further Education
FIS	Family Information Service
G	
H	
HI	Hearing Impaired
HNA	Health Needs Assessment
I	
IBP	Individual Behaviour Plan
ICPC	Initial Child Protection Conference
IEP	Individual Education Plan
IO	Inclusion Officer (formerly known as EWO)
IS	Independent Supporter
IRO	Independent Reviewing Officer
IPRA	Individual Pupil Resourcing Agreement
L	
LA	Local Authority
LAC	Looked After Child

LCFT	Lancashire Care Foundation Trust
LD	Learning Disabilities
LDD	Learning Difficulties and Disabilities
LO	Local Offer
LSA	Learning Support Assistant
M	
MASH	Multi Agency Safeguarding Hub
MAT	Multi Academy Trust
MCA	Mental Capacity Act
MDT	Multi-Disciplinary Team
MLD	Moderate Learning Difficulty
N	
NAS	National Autistic Society
NASEN	National Association for Special Educational Needs
NHS	National Health Service
O	
OT	Occupational Therapy/Therapist
Ofsted	Office for standards in education
P	
PEP	Personal Education Plan
PECS	Picture Exchange Communication System
PCP	Person Centred Planning
PCT	Primary Care Trust
PD	Physical Difficulty
PfA	Preparation for Adulthood
PHB	Personal Health Budget
PiP	Parents in Partnership
PIP	Personal Independence Payments
PIVATS	Performance Indicators for Value Added Target Setting
PMLD	Profound and Multiple Learning Difficulties
PRSP	Primary Resourced Specialist Provision
PRU	Pupil Referral Unit
PX	Permanent Exclusion
R	
RC	Roman Catholic
S	
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social, Emotional and Mental Health Difficulties
SEN/SEND	Special Educational Needs/ and Disability

SENCO	Special Educational Needs Co-ordinator
SENDIASS	SEND Information and Advice Support Service
SENDIST	Special Educational Needs and Disability Tribunal
SENDSS	Special Educational Needs and Disability Support Service
SGO	Special Guardianship Order
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy
SMART	Specific, Measureable, Achievable, Realistic, Time related
SpLD	Specific Learning Difficulties (Dyslexia)
SSA	Special Support Assistant
SW	Social Worker
T	
TA	Teaching Assistant
TAC	Team Around the Child
TAF	Team Around the Family
V	
VCFS	Voluntary, Community and Faith Sector
VSH	Virtual School Headteacher
VI	Visual Impairment
Y	
YOT	Youth Offending Team
YOI	Young Offenders Institute
YP	Young Person

AAC	<p>Augmentative and Alternative Communication</p> <p>These are extra tools to help people to communicate – ranging from communication via eye pointing to the use of pictures and technology to communicate.</p>
ADHD	<p>Attention Deficit Hyperactivity Disorder.</p> <p><i>ADHD</i> affects children and teens and can continue into adulthood. <i>ADHD</i> is the most commonly diagnosed mental disorder of children. Children with <i>ADHD</i> may be hyperactive and unable control their impulses or they may have trouble paying attention.</p>
Advices	Another name for a report written by a parent or professional which contributes to the EHC Needs assessment or the EHC Annual Review
Advocate	An advocate is someone who supports you to speak for yourself or speaks for you. An advocate will help a service user or carer to have their say and ensure that their choices and needs are met.
ASD	Autistic Spectrum Disorder is the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour. It's estimated that about 1 in every 100 people in the UK has <i>ASD</i> . More boys are diagnosed with the condition than girls.
Assess, Plan, Do, Review	See Graduated Approach below.
Assistive Technology	Equipment that helps people to remain independent, healthy and safe in their own homes or in school and the community by helping them to manage risks and/or make day to day tasks easier
CCG	Clinical Commissioning Groups (CCGs) were created following the Health and Social Care Act in 2012, and replaced Primary Care Trusts on 1 April 2013. They are clinically-led statutory NHS bodies responsible for the planning and commissioning or ‘buying’ of health care and wellbeing services for their local area. NHS Blackburn with Darwen CCG is made up of 27 GP practices located within the borough boundaries. The Chair of the CCG is Mr Graham Burgess. For more information, please see the NHS Blackburn with Darwen CCG website: http://www.blackburnwithdarwenccg.nhs.uk/
Centile	The division of information into 100 groups. For example, a score at the 5 th centile means that on average, only 5 children out of every 100 could be expected to score lower (and 95 would score higher)
Children’s Integrated Therapy and Nursing Service (CITNS)	Children’s Integrated Therapy and Nursing Services bring together Children’s Occupational Therapy, Speech and Language Therapy, Physiotherapy and Special School/Complex Needs Nursing services. They also deliver support to children who have individual packages of care due to their very complex health needs. Their website contains detailed glossaries about all aspects of their work - https://www.lancashirecare.nhs.uk/childrens-integrated-therapy-and-nursing-service
Co-production	Co-production happens when service providers recognise the benefits of working with service users and other providers. To be successful those taking part need to be involved from the beginning, right through to the end when reviewing, planning and developing services. Children and young people with SEND, and their families, are central to SEND coproduction activities and should be fully involved in developing services and important decision making.
Designated Medical Officer (DMO) or Designated Clinical Officer (DCO)	The “Special educational needs and disability code of practice: 0 to 25 years” statutory guidance document (January 2015) places a requirement on local areas to have in place a Designated Medical Officer or Designated Clinical Officer. In Blackburn with Darwen arrangements have been put in place to implement a Lancashire wide service to deliver the

	functions of the DMO and DCO to ensure equity of service for all children, young people aged 0 – 25 and families in Lancashire. The service will provide expert advice and guidance to a range of stakeholders as well as strategic oversight and coordination.
Educational Psychology	Educational Psychologists promote child development and learning mainly with children and young people, aged 0-25 years, through the application of psychology. They work closely with parents and teachers and where appropriate, with other staff within the Education, Social and Health Services. They apply psychology to help the development and emotional health and well-being of children and young people.
EHC Plan	Education, Health and Care Plan – this details the education, health and social care support that is to be provided to a child or young person who has special educational needs and/or a disability. It is drawn up by the Local Authority after an EHC needs assessment has been carried out which shows that the child or young person requires an EHC Plan to meet their needs. The EHC Panel makes decisions regarding EHC Plans.
Graduated approach or response	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. This is also known as Assess, Plan, Do, Review.
Local Offer	The Local Offer website is a website full of family friendly, information on education, health, social care and advice and guidance services that could be helpful for children and young people aged 0-25 with SEND and their families. The Local Offer also includes information on fun things to do and the help that's available to children as they grow up.
Mainstream school	Any school that is not a special school or an independent school.
Maintained school	A school funded by the Local Authority.
Mediation	Mediation brings people together with an impartial third party to try and resolve disputes and disagreements. The mediator acts as facilitator but does not offer advice or solutions.
Non-maintained special school	A non- profit making special school, approved by the Secretary of State, usually run by a charity.
Person-centred planning	This approach is where the child or young person is placed at the centre of the planning or review meeting and where their views are considered the most important. The child/young person's needs are the primary focus of the meeting ensuring that they are at the centre of any decisions made for now and the future. Person centred planning focuses on the outcomes for the child/young person and looks at how everyone can work together to help them achieve these. This involves looking at what works/doesn't work for the child/young person and the best ways to support them.
Personal budget	A personal budget is an agreed amount of money that you can use to arrange and pay for aspects of a child/young person's care and support, following an assessment of their needs. The Local Authority can manage the personal budget for you, or a third party can or you can receive it as a direct payment or a mixture of the two.
Portage	Portage is a home visiting educational service for pre-school children with significant complex needs or disability which works closely with families in the home.
Provision Map	A way of identifying, organizing and presenting information about the interventions and support provided for children with special educational needs. This can also be costed.

Respite Care	Respite Care provides short breaks for both the person being cared for and the carer. It can be delivered in a number of ways including a few hours to access an activity or in an overnight residential setting. However, some respite can only be accessed following a positive outcome of a social care assessment. Please refer to the Blackburn with Darwen Short Break Statement for more details.
SEND	<p>Special Educational Needs and Disability.</p> <p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. They will have a significantly greater difficulty in learning than the majority of others of the same age, or they may have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p>
The SEND Register	<p>The list of children in a school who are receiving support for a SEND because their 'learning difficulty or disability calls for special educational provision.</p> <p>Special educational provision is provision that is different from or in addition to that normally available to pupils of the same age' (Code of Practice 2014).</p>
SENCO	Special Educational Needs Coordinator. This is the person responsible for the day to day operation of the school/setting's SEN policy and for coordinating the provision for children and young people with SEND in the school/setting.
SENDSS	Special Educational Needs and Disability Support Service- A team of specialist teachers and teaching assistants who provide advice , assessment and training to schools and settings to help them meet the needs of children with SEND
SEN Support	Where a child/young person has been identified as having SEN, then the support that they receive is classed as SEN Support. This may involve additional provision or interventions being put in place by the school/setting and/or specialist advice being sought about the child/yp's needs from an outside agency such as the educational psychologist or SENDSS.
Special Schools	Schools that specialize in working with children with particular disabilities.
Statutory Assessment	This is sometimes referred to as an Education, Health and Care needs assessment and it is carried out in order for the local authority to decide whether it is necessary for it to make provision for the child/young person through an EHC plan. Evidence about the child/young person's needs will be requested from a range of people including education, educational psychology, health and social care, and this will form part of the assessment along with parents and the child/young person's views.