

Term	Description
AAO/AAS	<p>Attendance Advisory Officer /Attendance Advisory Service Practitioner monitoring students with persistent absence from school</p>
ADHD/ADD	<p>Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Students with ADD/ADHD may be:</p> <ul style="list-style-type: none"> □ Inattentive, hyperactive, and impulsive (the most common form) □ Inattentive, but not hyperactive or impulsive. □ Hyperactive and impulsive, but able to pay attention
ASD	<p>Autistic Spectrum Disorder (ASD) Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none"> □ understand and use non-verbal and verbal communication □ understand social behaviour □ think and behave flexibly. <p>These difficulties may affect the student's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.</p>
BESD	<p>Behaviour, Emotional and Social Difficulty Examples of difficulties falling into this</p>

	category are ADHD, anxiety disorders, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category.
CAMHS	Child and Adolescent Mental Health Services Support services for students and families requiring support to cope with BESD or ASD.
Comm. Paed.	Community Paediatrician
CP	Child Protection (plan)
Dyscalculia:	Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyslexia	Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.
Dyslexia Bands: A-F	A - no signs of dyslexia B/C - mild dyslexia D/E - moderate E/F - severe
Dyspraxia	Dyspraxia impairs the ability to coordinate and organise movement. Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration,

	sequencing words and numbers.
EAL	English as an Additional Language Recorded as yes or no on SIMs and the data sheets. For details of the student's first language, please see section of SIMs entitled 'first language'. Students will receive extra support from the EAL department.
EHC plan	Education and Health Care Plan
EP	Educational Psychologist An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student's needs. An EP may also provide on-going support in the form of one-one or group work with students or consultations with staff and parents.
GDD	Global Developmental Delay Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth-18 yrs.
HI	Hearing Impairment Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
IEP	Individual Education Plan Plans outlining strategies to support students within a mainstream class setting. IEPs are written for students: <ul style="list-style-type: none"> □ with a statement of educational need, □ ASD or other complex needs □ receiving support via an IST
IST	Individual Support Teacher Provides bespoke literacy support to student

	within small groups or on a 1-1 basis.
LAC	Looked after Children Child in the care of Local Authority
MLD	Moderate Learning Difficulty Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
MSI	Multi-Sensory Impairment Students with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.
Multi-sensory learning	Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands-on) and saying (oral kinaesthetic).
OT	Occupational Therapy/Therapists Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer.
PD	Physical Disability There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support.
PEP	Personal Education Plan Plans for Looked After Children addressing education and welfare needs.
RA	Restorative Approaches Behaviour management strategy supporting

	students to understand how to resolve conflict appropriately.
SALT	Speech and Language Therapy/Therapist Practitioner providing assessment and support student to develop language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning.
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEN Status	Tiered indication of level of support a student should receive. N - No SEN need A - School Action: student requires additional school based support to make progress P - School Action Plus: student requires additional school based support combined with external agency assessments and support to make progress S - Statement of Educational Need: student has been through A and P steps and now has a legal entitlement to support funded by the LA. Student has complex or severe needs and requires a high level of tailored support in order to make progress.
SLC	Speech, Language or Communication Need Students with SLC have difficulties using and understanding expressive, spoken or language. Student may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood. Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.
SLD	Severe Learning Difficulty (SLD) Students with severe learning difficulties have

	significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.
SpLD	Specific Learning Difficulties E.g. Dyslexia, Dyscalculia and Dyspraxia.
TA	Teaching Assistant
TAC/ CAF	Team Around the Child or Common Assessment Framework Multi-agency intervention for students who are receiving external safeguarding support
VI	Visual Impairment (or vision impairment) Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.
Working memory	Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.