

## Glossary of SEND terms

Here is a glossary of special education needs and disability (SEND) terms

| Abbreviation | Meaning  |
|--------------|--|
| ASD/ASC      | Autistic spectrum disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g. speech and language therapist use autistic spectrum condition.   |
| ADD/ADHD     | Attention deficit disorder / attention deficit hyperactivity disorder  |
| CAF          | Common assessment framework  |
| CAMHS        | Child and adolescent mental health services  |
| CoP          | Code of practice   |
| CI           | Communication and interaction  |
| CL           | Cognition and learning   |
| CP           | Child protection   |
| DDA          | Disability Discrimination Act  |
| DME          | Dual and multiple exceptionality<br>Dual exceptionality (sometimes referred to as twice exceptionality or 2e) is the term used to describe a child who is not only exceptionally able but also has an additional learning difficulty or a disability.<br>Multiple exceptionality is the term used to describe a child with high intellectual ability and more than one special need or difficulty. Put them together and the term used is dual or multiple exceptional or DME. |
| EAP          | <u>Ealing Alternative Provision</u>  |
| ECIRS        | <u>Ealing Children's Integrated Response Service</u>   |
| EHCP         | Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.   |
| EP           | Education psychologist   |
| EPC          | <u>Ealing Primary Centre outreach service</u>  |
| GLD          | Global learning difficulties   |
| Gross Motor  | Large movements e.g. Running, jumping and climbing   |
| HLTA         | Higher level teaching assistant  |
| LAC          | Looked after children  |

| Abbreviation | Meaning  |
|--------------|--|
| HI           | Hearing impaired   |
| IEP          | Individual education plan (no longer used by some schools following introduction of CoP 2015)  |
| LD           | Learning difficulties  |
| LSA          | Learning support assistant   |
| MAC          | More able child (child working a year above age-related expectations)  |
| MLD          | Moderate learning difficulties   |
| ODD          | Oppositional defiant disorder  |
| OT           | Occupational therapy/therapist   |
| PEP          | Personal education plan (for looked after children)  |
| PD           | Physical disability  |
| P Levels     | Type of assessment used for pupils working below level 1.  |
| PMLD         | Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units. |
| SAFE         | <u>Supportive action for families in Ealing</u>  |
| SaLT         | Speech and language therapy  |
| SEN(D)       | Special educational needs (and disabilities)   |
| SENCo        | Special educational needs co-ordinator   |
| K            | SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.   |
| SLCN         | Speech, language and communication needs   |
| SLD          | Severe learning difficulties   |
| SM           | Selective mutism (formerly known as elective mutism)   |
| SpLD         | Specific learning difficulties   |
| SPDs         | Sensory processing disorders   |

| Abbreviation | Meaning   |
|--------------|---|
| SPM          | Sensory, physical, medical                              |
| TA           | Teaching assistant                                      |
| TAC          | Team around the child                                   |
| TAF          | Team around the family (when CAF is about whole family) |
| VI           | Visually impaired                                       |

**Code for key stage assessment**

| Abbreviation | Meaning   |
|--------------|---|
| BLW          | Below the standard of the pre-key stage (assessed P1 – 4)                           |
| PK 1 - 6     | Pre-key stage – growing development of the expected standard (NB – KS1<br>PK 1 – 4) |
| A            | Absent for long periods or recently arrived   |
| D            | Disapplied from the national curriculum   |
| L            | Pupil has left the school   |
| HNM          | Has not met the expected standard   |
| WTS          | Working towards the expected standard   |
| EXS          | Working at the expected standard  |
| GDS          | Working at a greater depth within the expected standard                             |
| F            | Pupil will complete the key stage in the future                                     |
| P            | Pupil completed the key stage in the past   |

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