

Making Sense of SEN (Special Educational Needs)



Date: July 2020

Version: 1

Author: Rebecca Eden (DSCO)



North Tyneside Council

AAC

See **Alternative Augmentative Communication**

Academy

A state-funded school in England that is directly funded and overseen by the Department for Education through the Education Funding Agency. Academies are self-governing, independent of local authority control and are usually part of an academy trust.

Access to Work Grant

An Access to Work grant from the Department for Work and Pensions (DWP) helps to pay for practical support for young people and adults who have a disability, health or mental health condition so they can start work, stay in work or start their own business. It can

pay for things like special equipment, fares to work if public transport is not practical, a support worker or coach in the workplace or a communicator at a job interview.

Acorns

Offers a range of services to support families affected by domestic abuse in North Tyneside and Northumberland. www.acornsproject.org.uk

ADD

See **Attention Deficit Disorder**

Additionally Resourced Centre (ARC)

In North Tyneside we use the term **ARP-Additionally Resourced Provision**.

Additionally Resourced Provision

Specialist provision within a mainstream school.

ADHD

See **Attention Deficit Hyperactivity Disorder**

Advice

Written reports from parents, teachers and other professionals on a pupil's special educational needs contributing to an Education Health and Care Needs Assessment.

Advocacy

Advocacy is about children and young people getting help to speak up about what they want and to help them understand their rights. An advocate will make sure a child or young person's views and wishes are heard independently. This might be by:

- Making sure adults in their life listen to them
- Help children and young people understand what options and choices they have
- Supporting children and young people when they feel something needs to be changed

An advocate is someone who is 'the voice of the child' so, even if the 'best interest' view is clearly the right one, the child or young person will still have an adult supporting them to make sure that their wishes are acknowledged.

The Advocacy Service in North Tyneside is managed by the Participation, Advocacy and Engagement Team. For further information please contact advocacy@northtyneside.gov.uk

Alternative Augmentative Communication (AAC)

Various methods of communication that can 'add-on' to speech and are used to get around problems with ordinary speech. AAC includes pictures, gestures and pointing, as well as more complex techniques involving powerful computer technology.

Annual Review

The review of an EHCP, which the local authority must undertake as a minimum every 12 months (6 months for children under 5 years old).

Anxiety

Anxiety is what we feel when we are worried, tense or afraid – particularly about things that are about to happen, or which we think could happen in the future. It is a natural human response when we perceive that we are under threat. It can be experienced through our thoughts, feelings and physical sensations.

ARC Additionally Resourced Centre. In North Tyneside we use the term ARP-see **Additionally Resourced Provision.**

ARP

See **Additionally Resourced Provision**

Apprenticeship

Apprenticeships combine practical training in a job with study.

An apprentice will:

- work alongside experienced staff
- gain job-specific skills
- [earn a wage and get holiday pay](#)
- get time for study related to your role (usually one day a week)

Apprenticeships take 1 to 5 years to complete depending on their level. www.gov.uk/apprenticeships-guide

ASC

Autistic Spectrum Condition Another term used for autism. See definition of **autism**.

ASD

Autistic Spectrum Disorder Another term used for autism. See definition of **autism**.

Asperger Syndrome

Asperger Syndrome is part of the autism spectrum. Not all health trusts will diagnose Asperger Syndrome now, many only diagnose **autism**, as it includes all on the spectrum. People with Asperger Syndrome are of average or above average intelligence. They do not have the learning disabilities that many autistic people have, but they may have specific learning difficulties and difficulties with understanding and processing language. Many people with Asperger Syndrome also have mental health issues and other conditions, meaning people need different levels and types of support.

‘Assess, Plan, Do and Review’

Part of SEN Support, ‘Assess, Plan, Do and Review’ is a four-stage cycle during which actions are revisited, refined and revised with a growing understanding of the child or young person’s needs. It also helps define what supports them in making good progress and securing good outcomes. New guidance was launched in 2020 to support schools and settings in their work.

Attention Deficit Disorder (ADD)

Children and young people who have problems with maintaining attention, but not with hyperactivity or impulsiveness.

Attention Deficit Hyperactivity Disorder (ADHD)

Children and young people who struggle to maintain attention and who may also be hyperactive or impulsive.

Autism

A lifelong neurodevelopmental disorder that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all autistic people share certain difficulties, their condition will affect them in different ways. Some autistic people are able to live relatively independent lives, but others may have accompanying learning disabilities and need a lifetime of specialist support. People on the autism spectrum may also experience over or under-sensitivity to sounds, touch, tastes, smells, light or colours.

Autistic Spectrum Condition (ASC)

See **autism**

Autistic Spectrum Disorder (ASD)

See **autism**

Bipolar disorder

Bipolar disorder is a mental illness that brings severe high and low moods, changes in sleep, energy, thinking and behaviour. People who experience bipolar disorder can have periods in which they feel overly happy and energised and other periods of feeling very sad, hopeless and sluggish.

British Sign Language (BSL)

A visual means of communicating using gestures, facial expression and body language. Sign Language is used mainly by people who are deaf or who have hearing impairments. BSL is the most commonly used sign language. It is recognised as a minority language by the Government.

BSL

See **British Sign Language**

C & F Act

See **Children and Families Act 2014**

C & I

See **Communication and Interaction**

One of the four broad areas of Special Educational Needs (SEN). This includes all speech, language and communication needs (SLCN), and children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome.

C & L

See **Cognition and Learning**

CAB

See **Citizen's Advice Bureau**

CAMHS

See **Child and Adolescent Mental Health Service**

Care and Connect workers

Support families with information, advice and assisted signposting. They aim to enable families to be more self-sufficient and do more for themselves, preventing them from needing longer term support and/or statutory input. They have a flexible approach and offer support when it is needed.

Care Plan

A record of the health and/or social care services that are being provided to a child or young person to support them and their family including to help them manage a disability or health condition. The plan will be agreed with the child's parent or the young person. Please also see **Child in Need**, **Child Protection** and **Looked After Child** as there will be a plan setting out care arrangements for all children with these plans. This might be referred to as the child's care plan.

CCC

See **Children's Continuing Care**

CCG

See **Clinical Commissioning Group**

CDC

See **Council for Disabled Children**

CDT

See **Children's Disability Team**

CEAS

See **Children's Education Advisory Service**

Cerebral Palsy (CP)

Physical impairment that affects movement. People with Cerebral Palsy may have mobility problems which vary from barely noticeable to severe.

Those with Cerebral Palsy may also have sight, hearing, speech, perception and learning difficulties. Between a quarter and a third of children and adolescents with Cerebral Palsy, as well as about a tenth of adults, are also affected by epilepsy.

CHC

see **Continuing Healthcare**

Child and Adolescent Mental Health Service (CAMHS)

Our **Child and Adolescent Mental Health Service (CAMHS)** is here to help children and young people up to 18 years old, and their families in North Tyneside.

Young people come and see us for lots of different reasons, such as:

- Anxiety
- Depression
- Eating disorders
- Self-harm
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorder (ASD)

You may meet several different kinds of professionals in CAMHS. All of our staff are trained in assessing children and young people, and some staff have additional specialist training. You will be told who you will be coming to see before you come and see us, and this may include a:

- nurse
- psychiatrist
- clinical psychologist
- social worker
- art therapist
- primary mental health worker

<https://www.northumbria.nhs.uk/our-services/childrens-services/child-and-adolescent-mental-health-service-camhs/>

Child In Need (CIN)

Children are in need when they require children's services to support and coordinate a plan to meet their needs. This would be written by a social worker. This is a statutory plan outlining the things that need to happen to make sure a child or young person's needs are fully met. The Children Act 1989 established this role for Local Authorities, and is sometimes referred to as "Section 17" which is the specific section within the legislation which refers to CIN.

Child Protection (CP)

A **Child Protection** plan is a statutory plan outlining how family members and professionals will work together to keep a child or young person safe from harm. The Children Act of 1989 established this role for Local Authorities.

Child who is Looked After (CLA, LAC)

A child or young person in the care of the local authority. A small number of children and young people are not able to live with their birth families full time due to their family's needs or their own needs, and are legally defined as 'looked after' by the Local Authority. This group of children may live in one of the following alternative arrangements:

- Living with a foster carer

- Living in a residential school or care placement such as a children's home.
- Spending some of their time in a short breaks setting and some of their time at home (although not all children who receive short breaks are looked after)

This group of children are allocated a social worker who reviews their care plan and works to promote their wellbeing and safety.

Alternative terms include CYPIC (children and young people in care) CLA (child looked after) and LAC (looked after child) but children prefer to be referred to just as 'children' or 'young people' or using the term 'care experienced'.

Children and Families Act 2014 (C&F Act)

The Act focuses on vulnerable children and families. It made key changes to Special Educational Needs and safeguarding, including; introducing Education Health and Care Plans; increasing the requirement for the local authority and health to involve families and children in decisions; and extending support for those needing it up to the age of 25.

Here is a young person's guide to the Children and Families Act 2014.

<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>

Children and Young People's Service (CYPS) Northumberland CAMHS

The **Children and Young People's Service** provides a single service to all children and young people aged 0-18 years living in Northumberland who present with mental health difficulties. This includes children and young people who may have learning difficulties and those living in a range of difficult and challenging circumstances.

The service is able to provide:

- Assessment, diagnosis and intervention on a range of mental health issues.
- Intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.
- An intensive Eating Disorder Service to support children and young people on the eating disorder pathway who are at risk of an inpatient admission.
- A comprehensive transition support package to those young people who are approaching their 18th birthday and may need continuing support as adults.
- Training, consultation, support and advice to front line staff working in targeted services for children.

How to get referred

Referrals will be accepted from any professional working with child, young person or their family and self-referrals can also be made. Referrals are accepted in written form by letter or fax. Referrals can also be made on the telephone by calling [01670 502 700](tel:01670502700). For urgent or emergency referrals requiring a response within 24 hours please call: [0303 123 1146](tel:03031231146)

Children and/or Young People (CYP)

A child is anyone up to the age of 18. A young person is a person over compulsory school age (the end of the academic year in which they turn 16) and up to 25 years old. From this point the right to make decisions about matters covered by the Children and

Families Act 2014 applies to the young person directly, rather than to their parents. This means that as long as a young person has capacity, they can request an Education Health and Care Needs Assessment and if given an Education Health and Care Plan they can say where they wish to be educated. Here is a young person's guide to the Children and Families Act 2014. <https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>

Children in Care Council (CICC)

A **Children in Care Council** is a group of care experienced children and young people who meet with the aim of ensuring that all looked after children and care leavers are able to give their views on the services they receive and influence decision making at a strategic level. Children in Care Councils are statutory across the UK. North Tyneside have a well-established group of young people who meet regularly with support from the Participation, Advocacy and Engagement Team. For further information please contact participation@northtyneside.gov.uk

Children's Continuing Care (CCC)

Some children and young people (up to age 18), may have very complex health needs. These may be the result of:

- congenital conditions
- long-term or life-limiting conditions
- disability
- serious illness or injury

Children with such complex needs may need additional health support to that which is routinely available from GP practices, hospitals or in the community.

This additional package of care is called continuing care. The clinical commissioning group, which is responsible for arranging for health services locally, has responsibility for assessing children and young people to see if they need a package of continuing care.

Children's Disability Team (CDT)

A specialist statutory social work team who provide emotional and practical social care support to children aged 0-17 years and their families and carers. They provide support to meet the needs of children who have a substantial, permanent and/or severe disability which impacts on their daily lives. my.northtyneside.gov.uk/category/1258/social-care

Children's Education Advisory Service (CEAS)

CEAS provides advice, support and guidance regarding the educational well-being of the children and young people belonging to families in all 3 services and eligible MOD civilians who are based overseas. All advice given is impartial, child-centred and focuses on the best interests of the individual.

The CEAS team is comprised of qualified teachers and experienced case advisors who can answer queries predominantly via email and telephone.

<https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas>

Children's Services

Provides services to support children and their families. Call the Front Door Service if you know of a child who may become vulnerable without additional help and support, if you are worried a child or young person is at risk of, or is being, hurt or abused, or if you want to know about services available to support children and families, including early help support. Report concerns about a child on 0345 2000 109 (office hours) or 0330 333 7475 (evenings and weekends). Call 999 in an emergency.

my.northtyneside.gov.uk/category/175/children-and-young-people

Chronically Sick and Disabled Persons Act 1970 (CSDPA)

This is an Act of Parliament which entitles disabled children and young people (up to 18 years old) to support from children's social care, in particular short breaks.

CICC

See **Children in Care Council**

CIN

See **Child In Need**

Citizen's Advice Bureau (CAB)

A service which offers free, confidential and independent advice for everyone. The service can help with welfare benefits, debt, housing, employment, consumer rights and much more. www.ntcab.org.uk/

CLA

See **Child who is Looked After**

CLDT

See **Community Learning Disabilities Team:**

Provides an assessment service for adults with a learning disability. The team can offer:

- Assessment and care co-ordination
- Independent supported living
- Support for parents and families
- Care management
- Mental health assessment
- Forensic services
- Support for adults with learning disabilities and complex health needs

<https://my.northtyneside.gov.uk/category/1258/social-care>

Clinical Commissioning Group (CCG)

An NHS organisation which brings together local GPs and health professionals to take on commissioning responsibilities for local health services. A CCG plans and arranges the delivery of the health care provision for people in the area.

Clinical Psychologist (CP)

A clinical psychologist deals with a wide range of mental and physical health problems including anxiety, depression, learning difficulties and social communication issues.

Code of Practice

See **Special Educational Needs and Disability Code of Practice 2015.**

Cognition and Learning (C&L)

One of the four broad areas of Special Educational Needs (SEN). This includes general learning difficulties; moderate, severe, profound or multiple learning difficulties (PMLD); and specific learning difficulties (SpLD).

Communication and Interaction (C&I)

One of the four broad areas of Special Educational Needs (SEN). This includes all speech, language and communication needs (SLCN), and children with a diagnosis of autism or autistic spectrum disorders, including Asperger's syndrome.

Community Enablement Team

Part of the Community Learning Disabilities Team, in addition to assessment, workers provide practical support to enable adults who have a learning disability to maximise their independence and to increase their community presence.

my.northtyneside.gov.uk/category/1258/social-care

Community Learning Disabilities Team (CLDT)

Provides an assessment service for adults with a learning disability. The team can offer:

- Assessment and care co-ordination
- Independent supported living
- Support for parents and families
- Care management
- Mental health assessment
- Forensic services
- Support for adults with learning disabilities and complex health needs

my.northtyneside.gov.uk/category/1258/social-care

Compulsory School Age

A child is of **compulsory school age** from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Connexions Service

Connexions is a service for all young people aged 13-19 years, and up to 25 for those who have special educational needs and disabilities. It provides impartial careers information, advice, and guidance in order to help young people to make informed choices about their future.

Continuing Healthcare (CHC)

Or NHS Continuing Healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in a variety of settings outside hospital, such as in your own home or in a care home.

To be eligible for NHS continuing healthcare, you must be assessed by a team of healthcare professionals (a multidisciplinary team). The team will look at all your care needs and relate them to:

- what help you need
- how complex your needs are

- how intense your needs can be
- how unpredictable they are, including any risks to your health if the right care isn't provided at the right time

Your eligibility for NHS continuing healthcare depends on your assessed needs, and not on any particular diagnosis or condition. If your needs change then your eligibility for NHS continuing healthcare may change.

Council for Disabled Children (CDC)

has over 250 member organisations covering the width and breadth of the country and representing the full diversity of the disability sector. Working to the values of participation, co-production and consultation they work with children, young people, parents and professionals to learn what's working and what's not and they use that information to lobby, influence and effect policy change. They work closely with national and local government informing and advising them about the issues they hear from the ground. They share what they hear from their network of stakeholders and as a collective body they use what they learn to create, innovate and improve on practice and service delivery. Their website provides a range of resources regarding disability for young people, parents, carers and professionals.

<https://councilfordisabledchildren.org.uk/>

CP see **Cerebral Palsy, Clinical Psychologist, Child Protection**

CSDPA

See **Chronically Sick and Disabled Persons Act 1970**

CYP see **Children and/or Young People**

CYPS see **Children and Young People's Service (Northumberland CAMHS)**

DCO

See **Designated Clinical Officer**

DCS

See **Director of Children's Services**

Department for Education (DfE)

The **Department for Education** is a department of the Government responsible for child protection, education, apprenticeships and wider skills in England.

Depression

Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest. It affects how you feel, think and behave and can lead to a variety of emotional and physical problems.

Designated Clinical Officer (DCO)

The **Designated Clinical Officer** supports the Clinical Commissioning Group (CCG) to ensure they meet their statutory duties for children and young people with special educational needs and disability (SEND) aged 0-25. The DCO will devise, review,

manage and update policies and procedures in relation to SEND for CCGs; ensuring that they reflect the current statutory guidance, and disseminate the policies and procedures throughout the CCG and local health economy.

The DCO will also engage with social care, education and other professionals who are involved in the delivery of the SEND agenda. They will provide support and advice on the framework and preparation of EHCPs of a sufficient and consistent quality, and support resolution of operational issues. Ensuring that identification, assessment, planning takes place, and that health support is available for children and young people undergoing Education, Health and Care needs assessment and Annual Reviews of existing EHCPs.

The DCO will act as an expert resource for children and young people's health for information, advice, guidance and support for families and professionals and provide information and advice relating to the ongoing review of the local offer.

Designated Social Care Officer (DSCO)

The **Designated Social Care Officer** is the link professional between social care and SEND partners. THE DSCO will devise, review, manage and update policies and procedures in relation to SEND for social care; ensuring that they reflect the current statutory guidance, and disseminate the policies and procedures throughout social care.

The DSCO also engages with social care, education and other professionals who are involved in the delivery of the SEND agenda and the improvement of the service. They sit on the SEND Panel and ensure that identification, assessment and planning takes place, and that social care support and information is available at the right level for children and young people undergoing Education, Health and Care needs assessment and Annual Reviews of existing EHCPs.

The DSCO acts as an expert resource for children and young people's social care for information, advice, guidance and support for families and professionals and contributes to the ongoing review of the local offer.

Developmental Co-ordination Disorder

See **Dyspraxia**

DfE

see **Department for Education**

Dietetics

If you have concerns about feeding or the nutrition of a baby/child or young person our dietitians can give you practical support to help with their condition. We can help with:

- Advising on nutritional support (tube feeding/oral nutritional supplements) for children who require it
- Nutrition and vitamin deficiency. We can provide a nutritional assessment and give tailored advice, for example, for those who have iron deficiency anaemia
- Providing advice for children/young people who are underweight and overweight
- Specialist dietary advice for a child/young person with food allergies, diabetes and coeliac disease

- Dietary advice for children/young people with a learning disability or autism who are selective eaters/fussy eaters
- Supporting children/young people with an eating disorder and their parents/carers.

Director of Children's Services (DCS)

Responsible for the delivery of Children's Services throughout the Local Authority. In North Tyneside this role includes support for special educational needs, children's social care, fostering and adoption, young people's services, early years service, school improvement, adult education and skills.

Direct Payments (DP)

A direct payment is an amount of money given directly to a parent or carer by the council, to make care arrangements for a child or adult. The parent or carer has the option to choose how their care needs are met and by whom, after the Social Worker has completed assessment and determined amount of money necessary to meet need. This approach offers a high degree of flexibility in meeting eligible social and health care needs.

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Personal%20Budget%20Policy%20and%20Procedures.pdf>

Disabled Students Allowance (DSA)

An allowance for undergraduate or post-graduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia that affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

Disability Living Allowance (DLA)

A benefit paid that helps with the extra costs disabled children face as a result of their disabilities. DLA is not means-tested, and is tax-free. DLA can only be claimed by children under 16. Over 16s must apply for Personal Independence Payment (PIP).

Disagreement Resolution

This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between: parents or young people and bodies responsible for providing education, whether the child or young person has an EHCP or not; or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

DLA

See **Disability Living Allowance**

DP

See **Direct Payments**

DSA

See **Disabled Students Allowance**

DSCO

See **Designated Social Care Officer**.

Dyscalculia

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Dyslexia

The Department for Education has adopted the following definition of **Dyslexia** from the Rose Report, 2009.

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.

Further information is available from North Tyneside's Policy for Literacy Difficulties and Dyslexia: my.northtyneside.gov.uk/sites/default/files/web-page-related-files/NT%20Policy%20Literacy%20Difficulties%20%20Dyslexia.pdf

Dyslexia Team

The **Dyslexia Team** is a small team of specialist teachers who have been trained to assess and teach children with dyslexia/persistent literacy difficulties. The team works with pupils in mainstream schools in North Tyneside to help prevent problems from escalating through early identification and time-limited early intervention. The majority of pupils on the Dyslexia Team's caseload do not have an Education Health and Care Plan.

The service provided for these pupils includes:

- assessments,
- written reports and
- recommendations for schools and parents/carers.
- structured programmes of work with appropriate resources
- specialist teaching for some children and young people with significant specific literacy difficulties.
- formal training for whole schools, groups within schools and other agencies on request.

In addition the team provides:

- an advice and consultation service for school staff in Additionally Resourced Provisions (ARPs) and special schools.
- training workshops on a variety of themes accessible to staff in all schools.

Further information is available from: www.ntdyslexia.org.uk

Dyspraxia

Dyspraxia (or **Developmental Co-ordination Disorder**) is a complex neurological condition, which affects muscle co-ordination and perception.

Perception includes vision, hearing and proprioception, or the awareness of where your limbs are in space. There may be developmental delays in some areas but heightened sensitivities or abilities in others. Dyspraxia exists as a condition on its own but is often found together with hyper mobile joints, Dyslexia, Dyscalculia, ADHD or Asperger's Syndrome. This is why a diagnosis at an early age is important.

GPs are advised to refer people with Dyspraxia to an Occupational Therapist, who will take a medical and social history, and use a variety of Standardised Tests including motor skills, handwriting, visual-motor coordination and sensory processing.

EA 1996

See **Education Act 1996**

Early Help (EH)

Early help is there to find out what is working well in your family and to build on your family's strengths and achievements. Early help is a way of getting extra support for your family as soon as possible when things happen. It is for any family and can be offered through group activities or 1:1 support.

my.northtyneside.gov.uk/category/175/children-and-young-people

Early Years Foundation Stage (EYFS)

The **early years foundation stage** sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS i.e. childminders, preschools, nurseries and school reception classes.

Early Years Inclusion Fund (EYIF)

North Tyneside's Early Years Inclusion Fund will support children aged 3 and 4 years, with lower level or emerging Special Educational Needs. North Tyneside's Early Years Inclusion Fund will also support two-year-old children with more complex/significant needs.

Childcare/early education providers based in North Tyneside can apply for early years inclusion support if a child is:

- a. attending a registered early year provision in North Tyneside;
- b. is taking any part of their Government funded childcare entitlement for 2, or 3 and 4 year olds; and
- c. meets the relevant early years inclusion fund criteria.

The early years inclusion funding is available to eligible children who are attending a registered early years setting in North Tyneside, regardless of where they live. The early years inclusion support enables registered early years providers to address the needs of individual children with low level and emerging SEN and ensure they can access their early years entitlement.

Early Years Inclusion Panel

The **Early Years Inclusion Panel** meets once a month to consider written applications for Early Years Inclusion funding.

The panel members are; The Head of the Portage service, a representative from Educational Psychology and a representative from Speech & Language Therapy (representing Health).

Payments are issued to settings at the end of each term – in December, March and July.

Early Years Provider

A provider of early education places for children under the age of five. This can include state funded as well as private nurseries.

Education Act 1996 (EA 1996)

The **Education Act 1996** includes the definition of special educational needs and the duty of the Local Authority to meet the special educational needs of children. The Act required the Secretary of State to issue a Code of Practice on identifying, assessing and making provision for children with SEN. The Code (current version issued in 2015) sets out detailed guidance on all aspects of providing for SEN in mainstream and special schools. All schools, Local Authorities and other providers must take account of the Code when exercising their functions in relation to children with SEN.

Educational Psychologist (EP)

Educational psychologists work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They advise a setting how best to meet a child's special educational needs.

Education, Health and Care Plan (EHCP)

A legally binding plan which details the education, health and social care support that is to be provided to a child or young person who has Special Educational Needs or a disability (SEND). It is drawn up by the local authority after the SEND panel consider the EHC needs assessment of the child or young person and decide that an EHCP is necessary.

EH

See **Early Help**

EHCP

See **Education, Health and Care Plan**

EHRC

See **Equality and Human Rights Commission**

Emotionally Unstable Personality Disorder (EUPD)

describes the problems a person will experience if they are emotionally unstable, anxiety-ridden and have a pattern of self-destructive behaviour. EUPD is more likely to be diagnosed in adulthood, but in some circumstances is diagnosed in later adolescence.

EMTAS

See **Ethnic Minority & Traveller Achievement Services**

EP

See **Educational Psychologist**

Equality Act 2010

This act brings together legislation to protect individuals from unfair treatment and promotes a fair and more equal society. This includes what was previously the Disability Equalities Act.

Equality and Human Rights Commission (EHRC)

monitors human rights, protecting equality across nine areas including disability.

Ethnic Minority & Traveller Achievement Services (EMTAS)

work with individuals and to support school systems in working with children and young people for whom English is not their first language.

EUPD

See **Emotionally Unstable Personality Disorder**

EYFS

See **Early Years Foundation Stage**

EYIF

See **Early Years Inclusion Fund**

Family Partner

Family Partners are based within Locality Teams working alongside other agencies to deliver services as part of a 0 -19 Early Help Offer. They provide early help support, through group work and 1:1 family support. The needs of the family are identified through an Early Help Assessment. All work is done with the family to help them identify the strengths they have, and this is built upon enabling the family to be able to manage without the support of services. Family Partners have a flexible approach and offer support when it is needed.

FASD

See **Foetal Alcohol Spectrum Disorder**

FE College

See **Further Education College**

Foetal Alcohol Spectrum Disorder (FASD)

Foetal Alcohol Spectrum Disorders are caused by prenatal alcohol exposure. FASD is an umbrella term that covers Foetal Alcohol Syndrome (FAS), Alcohol-Related Neurodevelopmental Disorder (ARND), Alcohol-Related Birth Defects (ARBD), Foetal Alcohol Effects (FAE) and partial Foetal Alcohol Syndrome (pFAS).

FASD may not be detected at birth but sometimes becomes apparent later in life and carries lifelong implications. Its effects are diverse and range from cognitive and sensory processing issues and Attention Deficit Disorder to heart problems and concerns with bones and organs. Quite often people with FASD have multiple diagnoses.

Free School

Free schools are funded by the Government but are not run by the Local Authority. They are all ability schools and have control over their own curriculum. Free schools are run on a not for profit basis and can be set up by groups such as charities, community and faith groups, businesses and independent schools. There are currently no free schools in North Tyneside.

Front Door

In North Tyneside, '**Front Door**' is the name for a group of social care teams who try and understand what people need and forward these requests to the right team to explore further.

Further Education (FE) College

A college which offers continuing education to young people over the compulsory school age of 16. These include general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

GDD

See **Global developmental delay**

General Practitioner (GP)

A doctor based in the community who treats patients with minor or chronic illnesses and refers those with serious conditions to a hospital.

Genetics

Genetics is the study of heredity and of the mechanisms by which **genetic** factors are transmitted from one generation to the next. Dysfunctional genes, or gene mutations, can cause a variety of conditions which can be passed from parents to children.

Global Developmental Delay (GDD)

A child may be described as having **global developmental delay** if they have not reached two or more milestones in all areas of development (called developmental domains). These areas are:

- motor skills - either gross motor skills like sitting up or rolling over and fine motor skills, for example picking up small objects
- speech and language - which also includes babbling, imitating speech and identifying sounds, as well as understanding what other people are trying to communicate to them
- cognitive skills - the ability to learn new things, process information, organise their thoughts and remember things
- social and emotional skills - interacting with others and development of personal traits and feelings, as well as starting to understand and respond to the needs and feelings of others.

GP

See **General Practitioner**

Graduated Response

A model of action and intervention to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and follows the model of 'Assess, Plan, Do, Review'.

Health and Wellbeing Board

The Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities

Health Visitor (HV)

All families have universal contact from the Health Visiting team, including:

- Antenatal contact
- New baby visit/primary visit
- Assessment at six-eight weeks
- One-year-old assessment
- 24 -28 month assessment

Any identified additional needs or support will be assessed and supported by a named health visitor.

The health visiting team is available via telephone Monday to Friday, 8.30am to 5pm (contact details can be found by clicking on the centres listed below), as well as at the healthy child clinics held across the borough.

[Shiremoor Children's Centre](#)

[Riverside Children's Centre](#)

[Howdon Children's Centre](#)

[Whitley Bay Customer First Centre](#)

Health Visitors can provide advice and support for the following issues

- Immunisation advice
- Advice on healthy eating, stop-smoking services, and other lifestyle choices
- Support with readiness for school
- Emotional health and well being
- Breastfeeding support

my.northtyneside.gov.uk/category/1231/childrens-public-health-service-0-19

Healthy 4 Life

Healthy4Life is a free family healthy lifestyle programme to help children and families make positive lifestyle changes to maintain a healthy weight. The club runs weekly after school for 8 – 10 weeks across North Tyneside. Children will take part in fun sports and activity sessions. Families will learn about healthy eating and how to make healthier choices through cookery sessions and food tasting. Evening and daytime sessions are available Monday-Friday.

If you are concerned about your child's weight and would like to know more contact:

The Healthy4Life Team (0191) 643 7454 or email CHAT@northtyneside.gov.uk or Facebook Healthy4Life North Tyneside.

www.activenorthtyneside.org.uk/get-active/active-families/healthy-4-life/

Hearing Impairment (HI)

Also known as hearing loss or deafness, hearing impairment is where the impaired person has either a partial or total medically diagnosed hearing impairment, either unilaterally (one ear) or bilaterally (both ears).

HI

See **Hearing Impairment**

Higher Education

Higher education is an optional final stage of formal learning that occurs after secondary education and may lead to the award of a degree.

Higher Level Teaching Assistant (HLTA)

Higher Level Teaching Assistants (HLTAs) do all the things that teaching assistants or learning support assistants do but they have an increased level of responsibility. For example, HLTAs teach classes on their own, cover planned absences and allow teachers time to plan and mark.

HLTA

See **Higher Level Teaching Assistant**

Home Authority

This usually means the local authority in which a child or young person normally lives. The **home authority** has responsibility for the child or young person under the Children & Families Act 2014 (CFA).

Home to School Transport

See **School Transport**

Hospital and Home Tuition Service

Hospital and Home Tuition Service is a short-term intervention for those students who are not able to attend school for medical or mental health reasons. Home & Hospital Tuition aims to support students to stay in a routine, keep up to date with their work and reintegrate back to their mainstream school. Children remain on roll for their school.

<https://my.northtyneside.gov.uk/category/1247/support-children-school>

HV

See **Health Visitor**

IEP

See **Individual Education Plan**

Independent Reviewing Officer (IRO)

Independent Reviewing Officers have a statutory role to quality assure the care planning process for each child or young person in care and to ensure that his or her current wishes and feelings are given full consideration. They are guided by the IRO Handbook which sets out how they should review the care plan and make sure that the local authority does everything it should be doing to progress the child's plan and meet the child's needs.

Independent School

A school that is not maintained by a local authority.

Individual Education Plan (IEP)

A plan which sets out the support a child is receiving in their school or other setting. Under the SEND Code of Practice, there is no longer a specific requirement for children with Special Educational Needs (SEN) to have an IEP but some children with SEN may still have an IEP. Schools also call these **SEND Support Plans, Support Plans, Short Term Plans** or **Intervention Plans**.

IRO

See **Independent Reviewing Officer**

Key Stage 1

Key Stage 1 covers the first two years at first or primary school, usually called Year 1 and Year 2. Pupils in KS1 are aged between 5 and 7.

Key Stage 2

Key Stage 2 covers four years in first, primary or middle school, usually called Year 3, Year 4, Year 5 and Year 6. Pupils in KS2 are aged between 8 and 11. Key Stage 2 tests take place in Year 6.

Key Stage 3

Key Stage 3 covers the first three years at secondary or middle school, usually called Year 7, Year 8 and Year 9. Pupils in KS3 are aged between 12 and 14.

Key Stage 4

Key Stage 4 covers two years in secondary or high school, usually called Year 10 and Year 11. Pupils in KS4 are aged between 15 and 16. GCSE examinations take place in Year 11.

Kooth

Free, safe and anonymous online counselling support for young people. Monday – Friday 12pm – 10pm and Saturday – Sunday 6pm – 10pm.

www.kooth.com/team.html

KS1

See **Key Stage 1**

KS2

See **Key Stage 2**

KS3

See **Key Stage 3**

KS4

See **Key Stage 4**

Keyworker

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 organisation,
- by a nursery, school or college,
- from a voluntary or private sector body.

LA

See **Local Authority**

LAC

Looked After Child See Child who is Looked After

Language and Communication Team (LCT)

The **Language and Communication Team** is staffed by specialist teachers and specialist support assistants who provide assessment, advice, support, teaching and monitoring of pupils with specific language and communication needs in a variety of educational settings. These include children with social communication needs and autism spectrum disorders (ASD).

Learning Disability Care Forum

Established in 2014 to work with the council to improve learning disability services in North Tyneside. The forum covers a wide range of issues including care support processes, housing and supported living, care quality monitoring, respite for carers and an engagement and communication standard.

In addition to working together on specific issues, carers have found the forum to be a valuable source of peer support and experience sharing. The forum has developed positive working relationships with carers, providers in the independent sector and the council in order to do the best for people with a learning disability.

<https://services.northtyneside.gov.uk/sign/Public.Service.aspx?ID=997>

LGBT/LGBTQ+

LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual, intersex, and asexual.

LCT

See **Language and Communication Team**

Learning Support Assistant (LSA)

Also called a **Teaching Assistant (TA)**. A **Learning Support Assistant** is a member of school staff who supports a child under the direction of the SENDCO.

LO

See **Local Offer**

Local Authority (LA)

A **local authority** is responsible for all the public services and facilities in a particular area.

Local Offer (LO)

The **Local Offer**, published by the 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, leisure activities and independent living for young people with special educational needs and/or disabilities.

my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send

LSA

See **Learning Support Assistant**

Mainstream School

A State school which can meet the needs of most children.

Maintained School

Schools in England that are maintained by a local authority. Any community, foundation or voluntary school, community special or foundation special school falls under this.

Makaton

Makaton uses signs and symbols to help people communicate. It is designed to support spoken language and the signs and symbols are used with speech in the spoken word order. www.makaton.org/

Max Card

The Max Card is the UK's leading discount card for foster families and families of children with additional needs. Families can use their Max Card at venues across the UK to get free or discounted admission.

Mediation

Local authorities must make arrangements for parents and young people to receive information about **mediation** so that they can take part in mediation if they so choose before a possible appeal to a tribunal. Mediation is a less formal way of trying to settle a dispute between parents and young people and the LA (Local Authority). It involves a meeting between the parent or young person, the LA and an independent mediator, who will try to help reach an agreement on the points of dispute. Mediation is free of charge. If agreement cannot be reached, a mediation certificate will be issued.

In many cases a mediation certificate is required in order to submit an appeal to the SEND Tribunal.

MLD

See **Moderate Learning Difficulties/ Disabilities**

Moderate Learning Difficulties/ Disabilities (MLD)

The general level of academic attainment of children and young people with moderate learning difficulties will be significantly lower than that of their peers. Their cognitive ability and/or attainment levels will be at or below the second percentile. Generally, they will have difficulty acquiring literacy and numeracy skills

MSI

See **Multisensory Impairment**

Multisensory Impairment (MSI)

Pupils who have both a medically diagnosed hearing AND visual impairment

NAS see **National Autistic Society**

National Autistic Society (NAS)

The **National Autistic Society** is the leading UK charity for **autistic** people (including those with Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a world that works for people with autism.

<https://www.autism.org.uk/>

NHS Continuing Care/Healthcare

See **Continuing Healthcare**

North Tyneside Carers' Centre

Are an independent organisation in North Tyneside supporting both young and adult carers. Their knowledgeable team supports carers with everything from advocacy to mental health through one to one sessions and peer support groups. They also provide specialist training and information sessions created to help make life easier for carers and the person they care for. www.northtynesidecarers.org.uk/

North Tyneside Disability Forum

is a local organisation providing support to local people including Clubs and Events, an in-house food bank, therapies, exercise and activities and providing access to empowered learning, key skills and qualifications. www.ntdf.co.uk

North Tyneside Parent Carer Forum (NTPCF)

Is a group of parents and carers of children, young people and adults aged 0-25 who have special educational needs and/or disabilities who live in North Tyneside. Their aim is to support parents and carers in our community enabling them to access services and give them a voice in shaping and developing these services.

www.ntpcf.co.uk/

North Tyneside Sign Directory

See **SIGN North Tyneside**

NTDF see **North Tyneside Disability Forum**

NTPCF See **North Tyneside Parent Carer Forum**

Obsessive Compulsive Disorder (OCD)

Obsessive Compulsive Disorder is a common mental health condition in which a person has obsessive thoughts and compulsive behaviours. It affects men, women and children, and can develop at any age.

Occupational Therapy (OT)

Occupational therapists support children and young people who may experience difficulties carrying out and participating in activities of everyday life, for example their self-care, schoolwork or play. Occupational therapists carry out an assessment of need and provide treatment including coping strategies for children, young people and their families to make sure they get the support they need. This includes children and young people who have complex health and neurological conditions, difficulties with their co-ordination and learning. We also support children and young people following a hospital admission.

www.northumbria.nhs.uk/our-services/therapies/occupational-therapy/

OCD

See **Obsessive Compulsive Disorder**

ODD

See **Oppositional Defiance Disorder**

Office for Standards in Education (Ofsted)

Ofsted is the **Office for Standards in Education, Children's Services and Skills**. They inspect services providing education and skills for learners of all ages and also inspect and regulate services that care for children and young people.

Ofsted

See **Office for Standards in Education**

Oppositional Defiance Disorder (ODD)

Oppositional Defiance Disorder (ODD) describes a condition in children and teenagers characterized by patterns of unruly and argumentative behaviour and hostile attitudes toward authority figures. The behaviour of a child with ODD is much more extreme and disruptive than normal.

OT

Occupational Therapist/Occupational Therapy

See **Occupational Therapy**

PALS

See **Patient Advice and Liaison Service**

PALS at Churchill

PALS at Churchill is an alternative educational provision within North Tyneside which provides an alternative academic program to 14-16 year olds.

Parent Carer Forum (PCF)

See **North Tyneside Parent Carer Forum**

Participation, Advocacy and Engagement Team

The **Participation, Advocacy and Engagement team** work to ensure that children and young people living and attending schools in North Tyneside have their voices heard and their views taken into account and taken seriously. The team makes sure that children and young people are involved in service design, development and delivery.

The team supports a number of children and young people's forums such as the Elected Young Mayor, Elected Member of UK Youth Parliament, Young Cabinet, Youth Council, Children in Care Councils, Children's Council and a variety of themed working groups, including Young People's Health & Wellbeing, Anti Bullying, Ready for Life, Young People's Activities and Environment . These forums give children and young people the opportunity to tell the council and its partners about what life is like growing up and going to school in North Tyneside.

It also supports resident and tenant involvement and engagement across North Tyneside. For further information please contact participation@northtyneside.gov.uk

Pastoral Support

Pastoral staff in schools/education settings promote pupils' social and emotional wellbeing and foster positive attitudes

Pathological Demand Avoidance (PDA)

is a behaviour profile some describe within the autism spectrum. Many Child and Adolescent Mental Health Services do not consider it a separate diagnosis from autism.

Pathways 4 All

A North East parent led charity, providing family friendly play and leisure facilities for disabled children and young people. Based in the beautiful [Rising Sun Country Park](#), the [Tim Lamb Centre](#) is their specialist activity provision, open 7 days a week, exclusively for children and young people with disabilities/ additional needs and their families.

Facilities include soft play, indoor trampolines, sensory room, cafe and more. They also have a large fully enclosed outdoor playground, which includes inclusive play and sensory equipment.

Patient Advice and Liaison Service (PALS)

Provides confidential advice and support regarding any concerns or queries about any aspect of care provided by Northumbria Healthcare NHS Foundation Trust.

www.northumbria.nhs.uk/get-involved/share-your-feedback/patient-advice-and-liaison-service-pals/

PBS

See **Positive Behaviour Support**

PCF

See **North Tyneside Parent Carer Forum**

PDA

See **Pathological Demand Avoidance**

PECS

See **Picture Exchange Communication System**

PEP

See **Personal Education Plan**

Personal Budget

An amount of money identified by the local authority to deliver provision set out in an EHCP where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHCP.

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Personal%20Budget%20Policy%20and%20Procedures.pdf>

Personal Education Plan (PEP)

An element of the care plan maintained by a local authority in respect of a child or young person in care, which sets out the education needs of the child. If a child or young person in care has an EHCP, the regular reviews of the EHCP should, where possible, coincide with reviews of the Personal Education Plan.

Personal Independence Payment (PIP)

Is a benefit paid to people over 16 years that helps with the extra costs that disabled people face as a result of their disabilities. PIP is not means-tested, and it is tax free.

PFA

See **Preparing for Adulthood**

PHSN (Public Health School Nurse)

See **School Health**

Physiotherapy

The **physiotherapy** service supports children and young people aged 0-19 who have developmental, neurological, neuromuscular or musculoskeletal difficulties. They can help with:

- Recovering from sports injuries, fractures, head injuries
- Rehabilitation after surgery
- Painful joints
- Physical difficulties caused by long term health conditions, e.g. genetic conditions, cerebral palsy, spina bifida
- Delayed acquisition of physical skills, e.g. sitting, walking

The team includes physiotherapists or physiotherapy assistants who have specialist knowledge of child development and conditions. They provide assessment and individual support to enable the child to reach their full potential, maximise function, movement and independence. This can include postural management programmes, activities and exercise, therapeutic techniques and advice on orthotics such as splints,

and equipment. They see children and young people in their clinics in health centres, outpatient clinics in hospitals, nurseries, schools and at home.

Picture Exchange Communication System (PECS)

is an augmentative and alternative communication system.

PIP

See **Personal Independence Payment**

PMLD

See **Profound and Multiple Learning Disability**

Portage & Pre-school Home Teaching Service

Is part of the North Tyneside Local Offer for children with Special Educational Needs and Disabilities. The Service offers specialist teaching to children by supporting parents & carers (and Early Years settings where appropriate) in promoting their child's early learning and development through play.

The service is available to families from their child's birth to the time of entry into a nursery placement. It includes any referred child who is experiencing significant development impairment or delays, in one or more of the areas of cognitive development, sensory or physical development, communication development, social, behavioural or emotional development, or has a condition which has a high probability of resulting in developmental delay.

Positive Behaviour Support (PBS)

Positive behaviour support (PBS) is a person centred framework for providing long-term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person centred values and behavioural science. Challenging behaviour usually happens for a reason and may be a way of communicating unmet need. PBS helps us understand the reason for the behaviour, so we can better meet people's needs, enhance their quality of life and reduce the likelihood of the behaviour happening.

Preparing for Adulthood (PFA)

This is a section of the Education Health and Care Needs Assessment (EHCNA)/Education Health and Care Plan (EHCP).

Profound and Multiple Learning Disability (PMLD)

A profound and multiple learning disability is when a person has a severe learning disability and other disabilities that significantly affect their ability to communicate and be independent.

Someone with PMLD may have severe difficulties seeing, hearing, speaking and moving. They may have complex health and social care needs due to these or other conditions.

People with PMLD need a carer or carers to help them with most areas of everyday life, such as eating, washing and going to the toilet. With support, many people can learn to

communicate in different ways, be involved in decisions about themselves, do things they enjoy and achieve more independence.

PRU

See **Pupil Referral Unit**

Public Health School Nurse (PHSN)

See **School Health**

Pupil Referral Unit (PRU)

A school established and maintained by the local authority which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

Reasonable Adjustments

Reasonable adjustments are changes that 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.
- Providing extra support and aids, such as specialist teachers or equipment.

Respite Care

Planned or emergency temporary care provided to carers of a child or adult. Also called 'short break care'. Please see **Short Breaks**. (Children and young people have told us they prefer the following terms; 'a break for children' 'day out' 'home away from home' 'stay over' 'sleepover' 'time off')

Safe and Supported Team (SAS)

Children and young people who need longer term social work support to make sure their needs are fully met and they are safe are sometimes supported by our Safe and Supported teams. This team provides support to children and young people who have a CIN (Child in Need) or CP (Child Protection) plan in place, or those who need to be cared for by someone else other than their parent or legal guardian.

SALT

See **Speech and Language Therapy**

SAS

See **Safe and Supported Team**

SB

See **Short Breaks**

School Health (School Nurse/Public Health School Nurse/PHSN)

Public Health School Nurses provide support in and out of school, with issues such as

- Emotional health and well being
- Keeping healthy and weight management
- Sexual health
- Smoking, drugs and alcohol
- Enuresis (bed wetting)

- The National Childhood Measurement Programme is delivered in reception and Year 6.
- Vision screening is offered to reception age children (see leaflet below)

The Chat Health texting service is available for young people aged 11-19, for confidential advice contact 07507332532.

The school nursing team is based in Shiremoor Children's Centre and can be contacted via telephone Monday to Friday 8:30am to 5pm on 0191 643 8251
my.northtyneside.gov.uk/category/1231/childrens-public-health-service-0-19

School Nurse see **School Health**

School Transport

Wherever possible, a child, young person or young adult with special educational needs will be encouraged to travel on public transport, especially when this is considered to be a factor in developing their independence, life and social skills.

The provision of Home to School/College transport for pupils with Education, Health and Care Plans (EHCPs) will be provided in line with the Home to School / College Transport Policy. This applies to pupils attending both mainstream schools and day special schools up to 19 years of age.

Pupils living outside of the minimum distances but who are following an independence programme including making their own way to school are eligible for a free bus pass for use on public transport to facilitate free travel to and from school.

Transport will be provided for pupils attending special schools and units attached to mainstream schools who are unable to make their own way to school due to their special educational needs and/or live further than the minimum distance of one mile.

Pupils living within the minimum distances set out in the Home to School / College Transport Policy would be expected to make their own way to and from school unless prevented from doing so as a result of their special educational need. It is recognised that for certain pupils/students, independent travel is not possible. Such pupils/students must be considered individually and according to their individual needs.

An escort is provided, when necessary, to ensure pupils' safety and to supervise them during the journey. This may require the escort to sit with pupils/students, for example, in the rear seat of a taxi or it may be appropriate for the escort to sit in the front. This will be in response to the pupils'/students' needs.

Pupils/students attending a residential provision as a result of their education, health and care plans would be provided with free transport at the beginning and end of each term. See [school transport](#) for more information.

SEMH

See **Social, Emotional and Mental Health Difficulties**

SEN

See **Special Educational Needs**

SENCO

See **Special Educational Needs and Disability Coordinator**.

SEND

See **Special Educational Needs and/or Disability**

SENDCO

See **Special Educational Needs and Disability Coordinator**

SEND Code of Practice see **Special Educational Needs and Disability Code of Practice 2015**

SENDIASS

see **Special Educational Needs and Disability Information Advice and Support Service**

SENDO

Special Educational Needs and/or Disability Officer

The SENDO coordinates requests for statutory assessments and the Local Authority's response when a child or young person is brought to their attention. SENDOs quality assure all annual reviews of EHCPs. SENDOs provide advice and support for families and educational settings and are part of the Local Authority SEND Support Service.

SEND Support Service (SSS)

This Local Authority team is made up of SEND Support Officers (SENDOs), Senior SENDOs and a Team Manager and is responsible for managing requests for assessment, and the Local Authority's response when a child or young person is brought to their attention. The team of SENDOs complete Education Health and Care Needs Assessments and negotiate provision once a plan is agreed. While the responsibility for reviews has been delegated to educational establishments, SENDOs make the subsequent changes to the plan. The SEND Support Service is represented on and responsible for managing the SEND Panel.

SEND Panel

A panel made up of representatives from education, health and social care who consider completed Education Health and Care Needs Assessments to decide if a child requires an education Health and Care Plan (EHCP) and decide what level of provision will meet the child's needs.

SEND Youth Forum

The **SEND Youth Forum** (SEND YF) is open to children and young people (11-25) with Special Educational Needs and Disabilities (SEND). The group discuss issues that affect their lives and work with professionals from health, education, and social care to give their views on services they receive and promote youth voice for others with SEND.

The SEND Youth Forum in North Tyneside is managed by the Participation, Advocacy and Engagement Team. For further information please contact participation@northtyneside.gov.uk

Sensory and/or Physical Needs

One of the four broad areas of SEN. This includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Sensory needs may also refer to the needs of children and young people with autism/Aspergers who may be over or under sensitive to their sensory environment.

Sensory Diet

A **sensory diet** is a set of activities that make up a sensory strategy and are appropriate for an individual's needs. These are specific and individualised activities that are scheduled into a child's day and are used to assist with regulation of activity levels, attention, and adaptive responses. Sensory diet activities are prescribed based on the individual's specific sensory needs. A sensory diet is a meaningful set of strategies for developing sensory programs that are practical, carefully scheduled, and controlled in order to affect functioning.

Sensory Integration

Sensory integration is about how our brain receives and processes sensory information so that we can do the things we need to do in our everyday life. There is a theory of sensory integration and a therapeutic approach based on the theory that difficulties with receiving and processing sensory information from one's body and environment could relate to difficulties at school or using one's body to engage in everyday life.

SEN Support

See **Special Educational Needs Support**

Sensory Support Service (SSS)

North Tyneside Sensory Service is based at Beacon Hill. The Sensory Service is a specialist education support service for Children and Young People with vision and / or hearing impairment, providing effective early intervention, specialist teaching and learning support.

Severe Learning Difficulty (SLD)

Learners with **severe learning difficulties** (SLD) have very significant intellectual or cognitive impairments. This impacts on their ability to participate in the school curriculum without support.

Severe Learning Disability (SLD)

Learners with a **severe learning disability** (SLD) have problems communicating and being independent. A child may have severe difficulties seeing, hearing, speaking and moving.

Short Breaks (SB)

Short breaks benefit children and young people with SEND and their families. Children and young people are offered enjoyable experiences away from their primary carers to enhance their personal and social development, while parents, carers and families are

provided either with a valuable break from their caring responsibilities, or help accessing activities and events with the young person.

Short breaks can occur at different times – during the day or evening, overnight or at weekends. They can span a few hours or last a number of days. Short break support can be offered in various locations e.g. the family home, in community facilities or in a residential setting. The amount of time and services available depend on the needs of each child or young person.

Children and young people have told us they prefer the following terms ‘a break for children’ ‘day out’ ‘home away from home’ ‘stay over’ ‘sleepover’ ‘time off’.

my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Short%20Breaks%20Statement%202018_0.pdf

Sign Supported English (SSE)

Sign Supported English is a form of communication that matches BSL signs with spoken English Grammar.

SIGN North Tyneside (North Tyneside Sign Directory)

Sign North Tyneside brings together information about activities, events and services for residents living within North Tyneside. It can help you find out what’s happening in your local area. You can also find out about support and equipment for your home, activities within your community, and services to meet your care and support needs.

<https://services.northtyneside.gov.uk/Sign/>

Sixth Form

The sixth form covers two years at secondary school, usually called Year 12 and Year 13. These can also be referred to as Lower Sixth (L6) and Upper Sixth (U6) by many schools.

SLD see **Severe Learning Difficulty/ Severe Learning Disability**

SLT or SALT

See **Speech and Language Therapy/Speech and Language Therapist**

SMART Targets

Specific, Measurable, Attainable, Realistic, Timed Targets

All outcomes for children and young people should be SMART.

Social, Emotional and Mental Health Difficulties (SEMH)

One of the four broad areas of Special Educational Needs. This includes mental health difficulties, such as depression and anxiety and a wide range of issues which may lead to challenging behaviour such as attachment disorder. It is important to look at the reasons for any behaviour difficulties.

Social Work Assessment Team (SWAT)

This team work with children and young people and their families to complete an assessment (in depth understanding) of what their needs are and what support they need, the worker will spend time getting to know the child and their family and try to understand what life is like for them. All children and young people in North Tyneside

who access statutory services, or services which are required by various national laws, have to have this full assessment completed to make sure we understand their needs and are offering the right services.

Social Worker

This is the job title of a qualified worker who may be allocated to support a child and their family. They will get to know the child and their family to try to understand what life is like for them and make sure they have the right support and services in place to be happy, healthy and safe.

Special Educational Needs (SEN)

A child or young person has **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice definition).

Special Educational Needs and Disability Code of Practice 2015 (SEND Code of Practice, CoP or “The Code”)

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

Special Educational Needs (and/or Disability) Coordinator (SENCO, SENDCO)

A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating Special Educational Needs and/or Disability provision.

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

Provides legally-based information, advice and support about matters relating to Special Educational Needs (SEN) or disabilities, including matters relating to health and social care. SENDIASS is both confidential and impartial and is provided for children with SEN or disabilities and their parents, and young people with SEN or disabilities for whom they are responsible.

my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass

Special Educational Needs Support (SEN Support)

A child or young person may be included on the SEN Register as “**SEN Support**”. SEN Support includes any help for children and young people with SEN that is additional to 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 this process. SEN Support has replaced Early Years Action/Action Plus and School Action/Action Plus since 2015.

Special Educational Provision

Provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with Special Educational Needs or disabilities to access the National Curriculum at school or to study at college.

Special School

A school which provides specialist educational provision for pupils with Special Educational Needs (SEN).

Special School Nursing Service

The service starts when children accept a place at a North Tyneside Special School. It includes nurses, a nursery nurse and a nursing assistant experienced in caring for children with complex health and/or learning difficulties.

The team covers Woodlawn nursery, school and sixth form, Beacon Hill nursery school and sixth form, Southlands School, Silverdale School, Benton Dene School and The Melrose Centre.

The Special School Nursing Service provides bespoke support and advice in and out of school with issues such as.

- Complex health
- Continence
- Emotional health and wellbeing
- Behaviour support
- Growing up and relationships
- Keeping healthy and weight management
- Bespoke health education programmes e.g. oral health, sexual health, nutrition
- Transition and helping young people with a learning disability 14+ to access their annual GP health check appointment.

The service is available during school term time and is based at Beacon Hill School and Woodlawn School. You can contact us Monday to Friday 8.30-3.30pm on 0191 6433010. Or you can contact the Team Lead Elaine Davies on 07795 413396

Specific Learning Difficulty (SpLD)

Specific Learning Difficulties include dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia or 'developmental coordination disorder' (difficulties with motor planning).

Speech and Language Therapy (SALT)

The **speech and language therapy** service can support children and young people from birth to 19 who have speech, language or communication needs or difficulties with eating, drinking or swallowing.

These include:

- Stammering, where sounds or words are regularly repeated or a lot of effort is needed to produce them.

- Speaking with a persistently unusual voice quality, which might sound croaky, breathy, or hoarse.
- Difficulties in saying specific sounds when talking making your speech difficult to understand by others.
- Difficulties with speaking, including difficulties putting words and sentences together to ask for something, telling a story or holding a conversation.
- Making sense of what other people say to you and/or understanding and using body language and eye contact.
- Difficulties learning the 'rules' of conversation such as when it is your turn to speak and when it is time to change the topic of conversation.
- Feeding or swallowing difficulties.

As well as occurring on their own, these difficulties are common in children and young people who have other diagnoses such as autism spectrum disorder, cerebral palsy, cleft palate, learning, physical or hearing difficulties.

SpLD

See **Specific Learning Difficulty**

SSE

See **Sign Supported English**

SSS

See **Sensory Support Service** or **SEND Support Service**

Supported Internship

Supported Internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with an Education, Health and Care Plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Supported internships are unpaid, and last for a minimum of six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if appropriate, and English and maths. <https://www.preparingforadulthood.org.uk/downloads/supported-internships>

SW

See **Social Worker**

SWAN UK

SWAN (Syndromes Without A Name) UK is the only dedicated support network available for families of children and young adults with undiagnosed genetic conditions in the UK. It is run by the charity [Genetic Alliance UK](https://www.geneticalliance.org.uk/). SWAN aims to

- develop and support a community of families of children affected by undiagnosed genetic conditions.
- support the development of high-quality information and services for families of children affected by undiagnosed genetic conditions.
- raise public and professional awareness of undiagnosed genetic conditions and the unique challenges faced by affected families.

<https://www.undiagnosed.org.uk/about-us/>

SWAT

See **Social Work Assessment Team**

TA

Teaching Assistant

See **Learning Support Assistant**

Teaching Assistant

See **Learning Support Assistant**

Traineeships

If a young person doesn't feel ready for an apprenticeship, a [traineeship](#) is a course designed to prepare them for one.

Transitions Team/Transition Enablement Team

Supports as smooth a transition as possible into Adult Services for young people who are open to the Children's Disability Team, becoming the contact point for any query relating to transition processes or for preparing for adulthood, including independent supported living, employment/volunteering and developing friendships. As well as advice and guidance, the Transitions workers can provide practical support such as independent travel training, they will also provide an information pack for families regarding available resources and contacts when the child is 14 years old.

my.northtyneside.gov.uk/category/1258/social-care

Tribunal

The First-tier Tribunal (Special Educational Needs and Disability) is an independent national tribunal.

The Tribunal hears appeals against decisions made by the local authorities in England in relation to children's and young people's EHC needs assessments and EHCPs. It also hears disability discrimination claims against schools and against local authorities when the local authority is the responsible body for a school. The SEND Tribunal is governed by the law and there are no fees for parents or young people to pay. LA's must comply with orders made by the SEND Tribunal.

Unique Pupil Reference Number (UPN)

This is a unique number given to all school age children to ensure each child can be individually identified.

UPN

See **Unique Pupil Reference Number**

VI

See **Visual Impairment**

Also known as vision loss or blindness, visual impairment is where the impaired person has either a partial or total medically diagnosed visual impairment or eye condition.

Virtual School Head (VSH)

The VSH leads a virtual school team that tracks the progress of children and young people in care as if they attended a single school.

Visual Impairment (VI)

Also known as vision loss or blindness, visual impairment is where the impaired person has either a partial or total medically diagnosed visual impairment or eye condition.

Visual Impairment (VI) Team

Provides support for children and young people who have a visual impairment which has an impact on their education

VI Team

See **Visual Impairment Team**

VSH

See **Virtual School Head**

Whole Life Disability Service (WLDS)

Launched in 2016 as part of a five-year plan. The service comprises the Community Learning Disabilities Team, the Community Enablement Team, the Children's Disability Team and the Transitions Team. The Children's and Adults workers are co-located with learning disabilities health colleagues from Northumbria NHS Foundation Trust.

WLDS

See **Whole Life Disability Service**

0-19 Service

This service starts in the antenatal period and continues until the age of 19. It includes health visitors, public health school nurses, staff nurses/midwife, teenage pregnancy midwife and community nursery nurses.

The team covers the whole of North Tyneside and has bases at the following centres (click on the centre for contact details):

- [Shiremoor Children's Centre](#)
- [Riverside Children's Centre](#)
- [Howdon Children's Centre](#)
- [Whitley Bay Customer First Centre](#)

my.northtyneside.gov.uk/category/1231/childrens-public-health-service-0-19