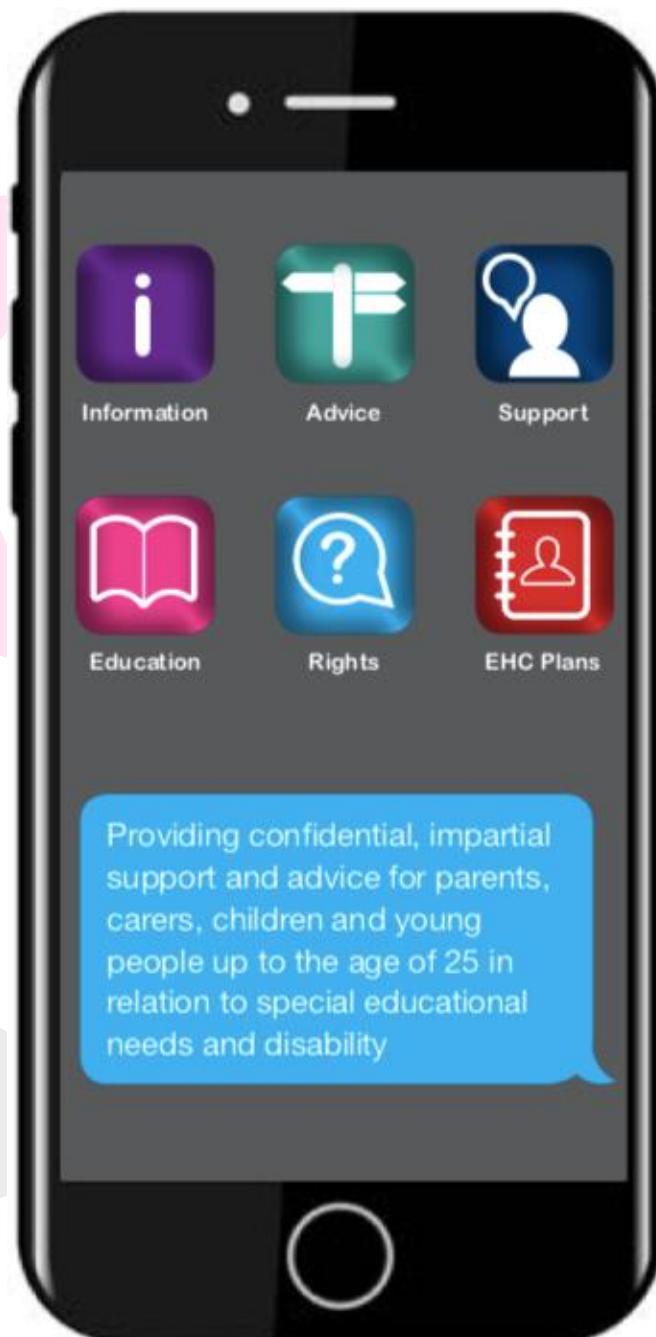


# sendiass

## NORTH YORKSHIRE

### Jargon Buster



<b>Annual Review</b>	Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months, but not less than 6 months, of the previous review.
<b>Assessment</b>	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an EHC plan.
<b>Children and Families Act 2014</b>	This law came into force on 1st September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0-25 Years.
<b>Clinical Commissioning Group (CCG)</b>	CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.
<b>Code of Practice (SEN)</b>	A national guide from the Department for Education to schools and local authorities about the help they can give to children with special educational needs. Schools, local authorities and health services must have regard to the Code when they are involved with a child with special educational needs.
<b>Direct Payment</b>	A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan. Direct payments can only be used for provision provided on the school or college premises if the school or college agree.
<b>Disagreement Resolution</b>	Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.
<b>Early Years Setting</b>	Providers who receive government funding to deliver early education including maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority day-care providers such as day nurseries and family centres, other registered day-care providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited

	<p>childminders working as part of an approved National Childminding Association network.</p>
<p><b>Education and Skills Funding Agency</b></p>	<p>The Education and Skills Funding Agency is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.</p> <p>The Education and Skills Funding Agency allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.</p>
<p><b>Education Health Care (EHC) Needs Assessment</b></p>	<p>Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan.</p> <p>The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.</p> <p>It is sometimes called a statutory assessment.</p>
<p><b>Education Health and Care Plan (EHC Plan)</b></p>	<p>An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.</p>
<p><b>First Tier Tribunal (SEN and Disability)</b></p>	<p>The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.</p>
<p><b>Forum</b></p>	<p>Every local authority has a Schools Forum. It is made up of representatives from schools and academies, and some representation from other bodies, such as nursery and 14-19 education providers.</p> <p>The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.</p>
<p><b>Graduated Approach</b></p>	<p>The SEND Code of Practice says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:</p> <ul style="list-style-type: none"> <li>• Assess • Plan • Do • Review</li> </ul>
<p><b>Inclusion</b></p>	<p>Educating children with special educational needs, together with children who do not have special educational needs, in mainstream schools, wherever possible. Ensuring that children with special educational needs engage in the activities of the school together with the other children.</p>

<b>Key Stages</b>	<p>The different stages of education that a child passes through:</p> <ul style="list-style-type: none"> <li>○ <b>Early Years Foundation Stage</b> – age 0-5 (Early years setting, Nursery and Reception);</li> <li>○ <b>Key Stage one</b> – age 5-7 (Years 1 and 2);</li> <li>○ <b>Key Stage two</b> – age 7-11 (Years 3, 4, 5 and 6);</li> <li>○ <b>Key Stage three</b> – age 11-14 (Years 7, 8 and 9);</li> <li>○ <b>Key Stage four</b> – age 14-16 (Years 10 and 11);</li> <li>○ <b>Key Stage five</b> – age 16+ (Sixth form or college)</li> </ul>
<b>Keyworker</b>	<p>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, a school or college, or from a voluntary or private sector body.</p>
<b>Learning Difficulties</b>	<p>A child has learning difficulties if he or she finds it much harder to learn than most children of the same age or has a disability which prevents them from making use of educational facilities provided for children of the same age.</p>
<b>Local Authority/Authorities</b>	<p>Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities.</p>
<b>Local Offer</b>	<p>The Local Offer, published by every 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 and independent living for young people with special educational needs and/or disabilities.</p>
<b>Mainstream School</b>	<p>This is a school that provides education for all children, whether or not they have special educational needs or disabilities.</p>
<b>Mediation</b>	<p>Mediation is a type of disagreement resolution. Every local authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p> <ul style="list-style-type: none"> <li>• A decision not to carry out an EHC needs assessment</li> <li>• A decision not to draw up an EHC plan</li> <li>• The content of a final EHC plan or amended plan</li> <li>• A decision not to amend an EHC plan</li> <li>• A decision to cease to maintain an EHC plan.</li> </ul> <p>Mediation must also be provided on the health and social care elements of an EHC plan.</p>

<p><b>Mediation Advice</b></p>	<p>The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.</p> <p>However, it is not necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of placement specified in the plan or the fact that no school or other institution is named.</p>
<p><b>Must</b></p>	<p>The SEND Code of Practice says in Section I of the Introduction:</p> <p><b>...where the text uses the word ‘must’ it refers to a statutory requirement under primary legislation, regulations or case law.</b></p> <p>This means that wherever the term ‘must’ is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.</p>
<p><b>Named Local Authority</b></p>	<p>An officer of the Children’s Services Department who will deal with your child’s case. This is usually the SEND Case Work Officer.</p>
<p><b>National Curriculum</b></p>	<p>This sets out a clear, full and statutory entitlement to learning for all pupils, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual pupils, e.g. setting goals that are achievable.</p>
<p><b>Outcome</b></p>	<p><b>Section 9.66 of the SEND Code of Practice says:</b></p> <p>An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.</p>

<b>Parent Carer Forum</b>	A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.
<b>Personal Budget</b>	A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care. Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.
<b>Pupil Referral Unit (also known as Pupil Referral School - PRS)</b>	A specialist school run by local authorities which provides education for children who cannot attend a conventional school. Includes children with behavioural or medical problems, mothers and pregnant schoolgirls, children who are school phobic/school refusal or who are awaiting a school place.
<b>Reasonable Adjustments</b>	Reasonable adjustments are changes 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 or providing extra support and aids (such as specialist teachers or equipment).
<b>SEND Code of Practice</b>	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.
<b>SEN Information Report</b>	All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.
<b>SEN Support</b>	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.
<b>SEND Tribunal</b>	See First Tier Tribunal (SEN and Disability).
<b>Should</b>	“Should” is a word that occurs frequently in the SEND Code of Practice. Section I of the Introduction to the Code says:

	<p><b>... where the text uses the word 'should' it means that the guidance contained in this Code must be considered and that those who must have regard to it will be expected to explain any departure from it.</b> This means that wherever the term 'should' is used all the organisations listed in Section iv of the Introduction to the Code must consider what the Code says.</p>
<b>Signposting</b>	<p>Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly. When this happens the person seeking information, advice or support may be signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.</p>
<b>SLTA</b>	<p>Speech and Language Therapy Assistant. Usually trained and experienced in working with children who have speech, language or communication needs, SLCN, but not professionally qualified and registered. For quality assurance, SLTAs must work under the guidance of a fully qualified and registered SLT.</p>
<b>SLCN</b>	<p>Speech, Language and Communication Needs.</p>
<b>Special Educational Needs (SEN)</b>	<p>Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.</p>
<b>Special Educational Needs and Disability Tribunal (SENDIST)</b>	<p>An independent body that hears appeals against decisions made by the local authority on EHC plans.</p>
<b>Special Educational Needs Co-ordinator (SENCO)</b>	<p>Member of staff of a early education setting or school who has responsibility for co-ordinating SEN provision within that early education setting or school. In a small school the headteacher or deputy may take on this role. In larger schools there may be a SEN co-ordinating team.</p>
<b>Special Educational Provision</b>	<p>The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.</p>
<b>Specialist Teacher Adviser (STA)</b>	<p>The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.</p>
<b>Special School</b>	<p>A school which is specifically organised to give help to pupils with special educational needs.</p>

<b>Speech and Language Therapist (SaLT)</b>	A person who helps children who have language difficulties or speech problems.
<b>Statutory Assessment</b>	A very detailed assessment of a child's special educational needs which may lead to an Education Health and Care Plan (EHC).
<b>Statutory Guidance</b>	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.
<b>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)</b>	Contact North Yorkshire Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) on: Website - <a href="http://www.sendiassnorthyorkshire.co.uk">www.sendiassnorthyorkshire.co.uk</a> Helpline – 01609 536923 (office hours Mon-Fri) Email – <a href="mailto:info@sendiassnorthyorks.org">info@sendiassnorthyorks.org</a>
<b>Youth Justice Services (YJS)</b>	Youth Justice Services provide information, advice, guidance and support to all young people aged 13-19. They work with young people with learning difficulties and/or disabilities, up to the age of 25, to help them make the best possible transition into Adult Services.



## Where can I get more Information, Advice and Support?

You can read about Education, Health and Care needs assessments in the **SEND Code of Practice** Chapter 9.

The North Yorkshire Local Offer includes more information on the local arrangements for EHC needs assessments: [www.northyorks.gov.uk/send-local-offer](http://www.northyorks.gov.uk/send-local-offer)

**SENDIASS** can give you:

- Advice and support
- Details of other organisations, support groups and services that may be of help
- Information, advice and support about your rights to make a complaint, seek independent disagreement resolution or mediation

## Further Information

View our other information leaflets and resources at:

[www.sendiassnorthyorkshire.co.uk/leaflets](http://www.sendiassnorthyorkshire.co.uk/leaflets)



**Information:** You may find it helpful to look at our other leaflets and information on our website, social media channels and through our workshops and courses. We have some downloadable resources. If you can't find the answers get in touch by phone, text or email – **you choose** which works best for you.



**Advice:** We provide unbiased information and advice about what the law says, the local authority's policies and procedures, and about the policy and practice in local schools or other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.



**Support:** We can help you by **listening** to your views and concerns, whilst working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

## Useful Links

**Ace Education** (independent advice and information on state education in England.)

**Child Law Advice** (education law advice for families)  
[www.childlawadvice.org.uk](http://www.childlawadvice.org.uk)

**Collis Mediation Ltd** (mediation and disagreement resolution service)  
[www.collismediationltd.com](http://www.collismediationltd.com)

**Contact** (for families with disabled children) [www.contact.org.uk](http://www.contact.org.uk)

**Council for Disabled Children** (umbrella body for the disabled children's sector)  
[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

**IASS** (information, advice and support services network)  
[www.cyp.iassnetwork.org.uk](http://www.cyp.iassnetwork.org.uk)

**IPSEA** (national charity providing legally based information advice and support)  
[www.ipsea.org.uk](http://www.ipsea.org.uk)

**Our Website** [www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)

**SEND Code of Practice** (explains the statutory duties of schools and local authorities) [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**SEND Tribunals Service** (organisation responsible for handling claims)  
[www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send)



If you would like any further information please see the links below to our website and social media pages.

Alternatively, if you would like some extra support for your child/young person you can call or email our Advice Line service on 01609 536923 or [info@sendiassnorthyorks.org.uk](mailto:info@sendiassnorthyorks.org.uk)

Our Advice Line is open 9:30-1pm Monday to Friday during Term-Time and 9:30-1pm Tuesday and Thursday during School Holidays.



Information



Advice



Support



Education



Rights



EHC Plans



[www.sendiassnorthyorkshire.co.uk](http://www.sendiassnorthyorkshire.co.uk)



[info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)



01609 536923



@SendiassY



@sendiassnorthyorks