

<b>Augmentative and alternative communication</b>	Methods of communication that can help people who are unable to use verbal speech to communicate – often using technology.
<b>Child and Adolescent Mental Health Service - CAMHS</b>	An external organisation who support the emotional and personal development of students. Students can be referred for support through the GP or hospital.
<b>Cognition and Learning</b>	Characterised by difficulties in thinking, attention and concentration skills – dyslexia, learning difficulties etc.
<b>Communication and Interaction</b>	Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people – Autism, speech and language difficulties etc.
<b>Differentiated/Adaptive teaching</b>	Work that is adapted or scaffolded to ensure that children on differing levels of need and ability are able to access work alongside their peers
<b>Disclosure and Barring Service Check (DBS)</b>	The government check all people working with children must complete
<b>Educational Psychologists</b>	A professional who supports, monitors, and thinks with the school, assesses, and identifies children’s needs.
<b>Education Health and Care Plan</b>	An education and health care plan can be applied for through your local authority. A parent or the school can make an application. An application can be made when the school has exhausted all resources within school to meet the pupils needs. <b>When it is felt that the child’s needs outweigh the provision at school, an application can be made.</b> The document that details personalised and specific support for a pupil with complex additional needs.  The Local Authority, external agencies, parents/carers, and school, work together to create and facilitate the details within this document. All parties meet annually to ensure that progress is being made.
<b>Eight National Teaching Standards</b>	The standards which teachers are expected to meet.
<b>Eligibility criteria</b>	The individual criteria a service states must be met before they can work with an individual/family.
<b>English as an additional language (EAL)</b>	Someone whose first language at home is not English.
<b>Financial Year</b>	A year as reckoned for taxing or accounting purposes, which runs from April to April.
<b>Governing Body</b>	Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.
<b>Sefton school nurse</b>	Health Professional who monitors, supports and gives advice to families and schools on all aspects of children’s

	well-being and health needs. Deyes has access to Susan Moon on set days per week, where pupils can drop in to see her or attend 1:1 scheduled appointments.
<b>Hearing Impaired service</b>	Sefton service of specialists who give advice, support and monitor children with HI.
<b>Key stage 3 – KS3</b>	Years 7, 8 and 9
<b>Key Stage 4 – KS4</b>	Years 10 and 11
<b>Key Stage 5 – KS5</b>	Years 12 and 13
<b>Key Worker</b>	The person assigned to be the day to day contact point for a child with an education health care plan. They are tasked with the day to day delivery of support for the child and to ensure needs are being met.
<b>Local Offer</b>	Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
<b>Mediation</b>	This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.
<b>Occupational Therapists</b>	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.
<b>Provision Map</b>	A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.
<b>SENCO</b>	Special Educational Needs Co-ordinator. Miss Duffy is the Deyes SENCO. She is responsible for the coordination of SEND provision at Deyes.
<b>SEND Register</b>	Special Educational Needs List of children, so the school continually hold them in mind and plan to support them in their learning and progress.
<b>SEND Policy</b>	The document that reflects the statutory requirements of special educational needs and how the actual practice of the school meets them. This has been produced by Lydiate Learning Trust (LLT) for both schools within the trust to follow.

<b>Sensory Advisory Service</b>	The service who gives advice, assessment and support to children with sensory processing difficulties – covers both hearing and vision impairment.
<b>Sensory and/or Physical Needs</b>	Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile – hearing impaired, vision impaired, sensory impairment, cerebral palsy etc.
<b>SEND profile</b>	A Statement of Special Educational Needs outlines what your child's special educational needs are and the help that will be given by their education placement.
<b>Social Communication and Assessment Service – SCAS</b>	Helping schools with identification planning for students with ASD
<b>Social, Emotional, and Mental Health Difficulties</b>	Characterised by problems with regulation of emotion, social skills – ADHD etc.
<b>Social Services</b>	Services that support the child and the family accessing the correct services and safeguard children.
<b>Specialist Interventions</b>	Support programmes that requires specific training to deliver and targets a specific area of need.
<b>Speech and language therapists</b>	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.
<b>Staff Handbook</b>	Document given to all new staff informing of all the processes and procedures in school and signposting to relevant school policies.
<b>Teaching Assistant</b>	Additional adults who support the learning process, social behaviour and needs of children.
<b>Visually Impaired service</b>	Camden service of specialists who give advice, support and monitor children with VI.
<b>Visual Timetable</b>	A timetable showing the day's events/lessons in pictorial or photograph form for children who struggles with sequencing their day and/or have difficulties with communication and/or reading