



Note in Lieu - a document that the City Council may produce and which describes your child's special educational needs, explains why a Statement is not needed and sets out what should be done to help your child. All advice received during the Statutory Assessment process will be attached. The City Council will ask for your approval before circulating this document to involved professionals, including your child's school.

OFSTED – Office for Standards in Education.

Parent Partnership Services – provide advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their children's education. They are funded by Local Education Authorities but are sometimes delivered through voluntary organisations.

Portage – home based educational support for pre-school children with special educational needs

School Action – when a class or subject teacher identifies that a child has special educational needs they take action by giving help that is additional to or different from the help most other children have. An IEP will usually be devised.

School Action Plus – when the a class or subject teacher, working with the Special Needs Co-ordinator, identifies that a child has special educational needs they take action by giving help that is additional to or different from the help most other children have. An IEP will usually be devised

SEN Code of Practice – a guide for Early Years settings, schools, Local Educational Authorities and other statutory agencies about the help that can be given to children with special educational needs. The City Council and schools must take account of the Code when considering a child with special educational needs.

SENCO or Special Educational Needs Co-ordinator – this is the name used for the teacher with responsibility for the planning of the special educational provision within your child's school.

SENDIST (Special Educational Needs and Disability Tribunal) – an independent body that hears appeals against decisions made by the City Council on statutory assessments and statements.

SEN provision – the additional or different help given to children with special educational needs.

Special school – a school that is just for children with Statements of SEN

Statutory Assessment – a very detailed assessment of a child’s special educational needs. It includes parental, educational, psychological and medical advice and also the advice of any other professional involved with your child. This can also be called a multi-agency or multi-disciplinary assessment.



Statement of Special Educational Needs

– a document that sets out a child’s needs and the extra help he or she should get.

Teaching Assistant – see Learning Support Assistant

Transition Plan – a plan drawn up after the Year 9 Annual review of a Statement. It should take account of the views of the young person, their parents and all the professionals involved with the young person. It must involve the Connexions Service Personal Adviser. The plan sets out the steps that need to be taken to move from school to adult life.

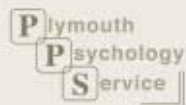
If you would like more information on any of these materials, or support from a Parent Partner (Independent Parental Supporter), please contact:

Plymouth Parent Partnership Service

Martins Gate, Bretonside, Plymouth PL4 0AT

Telephone: 01752 258933 Email: parent.partnership@plymouth.gov.uk

www.plymouthparentpartnership.org.uk





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Annual Review – the review of a Statement of special educational needs which the City Council must make at least every 12 months.

Carer – for the purpose of the Code of Practice, a carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility.

Connexions Service – this service provides a single point of access for all 13-19 years olds to help them prepare for the transition to work and adult life.

Connexions Personal Advisers (PAs) – provide a universal information, advice and guidance service for all young people 13-19 when and where needed – whether they are at school; in further education; in or out of work

DfES – Department for Education and Skills

Disability Code of Practice – there are two disability Codes of Practice. One is for schools and the other covers post 16 provision. These two codes explain the duties to avoid disability discrimination in education.

Disagreement Resolution – all LEAs (Plymouth City Council) must provide arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and the City Council or a school. They must include an independent element and are designed to bring together the different parties in an informal way to try to resolve the disagreement through discussion. Using these arrangements is voluntary for all the parties and does not in any way affect parents' right to appeal to the SEN Tribunal.

DRC – Disability Rights Commission



Early Education Settings – all pre-school education provision such as nursery classes and schools, day nurseries and preschools.

Educational Psychologist – he/she will play an important role in assessing your child's special educational needs and giving advice to schools. The City Council usually employ educational psychologists.

Early Years Action – when the Early Years setting identifies that a child has special educational needs they take action by giving help that is additional to or different from the help most other children have. An IEP will usually be devised.

Early Years Action Plus – when the Early Years setting, including the Special Needs Co-ordinator, identifies that a child has special educational needs they take action by giving help that is additional to or different from the help most other children have. An IEP will usually be devised

Early Years Development and Childcare Partnerships – every LEA is required to establish an early years development partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans.

Education Welfare Officer – he/she may be involved if there are difficulties with school attendance. The Education Welfare Officer may also help with a variety of welfare issues.

Foundation stage – the foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum.

Graduated approach – the graduated approach recognises that children learn in different ways and can have different kinds or levels of SEN. Step by step, the school or Early Years setting may provide additional help. They may also call on more specialist help in order to assess the child's needs and make appropriate provision.

IEP or Individual Education Plan – a document that sets targets for your child to achieve. A review date will be arranged to monitor what progress your child is making. The plan should include the following:

- your child's learning and behaviour targets;
- specific details about the help which will be given to your child;
- specialists involved and any activities;



- materials and equipment to be used;
- teaching targets;
- medical and support needs;
- how arrangements will be monitored, assessed and reviewed;
- help from home - your support and encouragement is a vital part of this plan.

IEPS will normally be written for children who have support through Early Years Action, Early Years Action Plus, School Action, School Action Plus and Statements of SEN.

Independent Parental Supporter (IPS) or Parent Partner – someone who can give support to parents, for example, by going to meetings, encouraging parents to get involved and helping them to understand the SEN framework. Independent means someone independent from the decision making process that determines the type and level of support for a child with special educational needs. Independent Parental Supporters will often be someone from a voluntary organisation, a parent partnership service, another parent or a friend.

Learning Support Assistant (LSA) – a widely used job title for an assistant providing in-school support for pupils with special educational needs and/or disabilities. An LSA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her. Some assistants specialising in SEN may also be known by titles other than LSA as these matters are decided locally. LSAs are one group of assistants coming within the broader DfES classification of “teaching assistant”.

Local Education Authority (Plymouth City Council) – a local government body that is responsible for providing education. For children with special educational needs the City Council is responsible for carrying out statutory assessments and maintaining Statements.

Maintained school – a state school. This includes community, foundation, and voluntary schools, and community special and foundation special schools.

Named Officer – an officer of the City Council who will deal with your child’s case and who will talk to you if you have any enquiry or concern. This will normally be the casework officer who deals with your area.

