



Grange Primary School

Webb Street, London SE1 4RP

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Glossary of Terms

Term	Definition
Adaptive Teaching	Our teachers are trained and dedicated professionals who are passionate about supporting the needs of the children within their class. Our staff provide Quality First Teaching and all staff receive regular training to help support them in meeting these needs. It is the expectation that they will adapt their teaching to meet the needs of the pupils within their class.
Attention Deficit Disorder (ADHD)	A neurological condition which affects a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks.
Autism Spectrum Disorder (ASD)	Pupils find it difficult to: understand and use non-verbal and verbal communication; understand social behaviour, which affects their ability to interact with children and adults; think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. The autism spectrum covers the ability range.
Children and Adolescent Mental Health Service (CAMHS)	CAMHS is an NHS-led service that assesses and treats children and young people with emotional, behavioural or mental health difficulties. Please see Southwark's local offer
2015 Code of Practice	<p>Link to this can be found on the school's SEN page. The code of practice identifies 4 areas of need for pupils:</p> <ul style="list-style-type: none"> - Cognition and learning - Speech and Language - Social and Emotional - Sensory and physical <p>The Code of Practice also advises that school's ensure that they use the graduated approach within their SEN provision using:</p> <ul style="list-style-type: none"> -Assess -Plan -Do -Review
Cognition and Learning	Cognition refers to the mental steps used to learn a process or 'make sense of' information. Cognition and



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	learning needs may impact on specific areas of the curriculum, for example, difficulties with reading, writing, spelling or processing, remembering and sequencing information
Dyslexia	Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words.
Dyscalculia	Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).
Early Years Foundation Stage (EYFS)	The EYFS sets the standards for learning and development from birth to 5 years old. Many children attend an early education setting soon after their third birthday. The EYFS Statutory Framework outlines the milestones and curriculum goals for children in educational settings up until the end of their reception year.
Education Health and Care Plan (EHCP)	A legal document provided by the local authority which describes the educational needs of a child requiring a high level of support than is ordinarily available through a school's usual resource. It sets out eh needs that a child or young person has and the help they will be given to meet the needs. An EHCP is only issued to those pupils with high complex needs and an application has been approved by the council. An EHCP is reviewed yearly with all key stakeholders in what is called an Annual Review . If situations change, an early Annual Review can be requested.
Educational Psychologist (EP)	Educational psychologists are professionals who can come to school to support the school in meeting the



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	needs of children. They will work with the child and their family and then produce a report on how to support the child. As a school we are only provided with a few educational psychologist appointments per year so it is vital we plan these affectively.
Fine Motor Skills	Actions using the body which are small in task such as picking up a pencil.
Gross Motor Skills	Larger body movements such as kicking a ball, swimming or doing PE.
Intervention	Specific and targeted strategies or sessions tailored to address the learning needs of the pupil(s)
Key Stage(s)	<p>A key stage is a stage of education. They are separated in age as follows:</p> <ul style="list-style-type: none"> • Key Stage 1: 5-7 years old (school years 1 and 2) • Key Stage 2: 7-11 years old (school years 3 – 6) • Key Stage 3: 11 - 14 years old (school years 7 – 9) • Key Stage 4: 14 - 16 years old (school years 10 – 11) • Key Stage 5: 16 - 18 years old (school years 12 – 13)
Local Authority (LA)	Southwark is the school's local authority who oversee the school's work and procedures. The Local authority outlines how it can support through it's local offer .
Looked After Children (CLA)	Children who are provided with care and accommodation by the local authority services
Makaton	Makaton is a language programme designed to provide a means of communication. It uses symbols, signs and speech.
Moderate Learning Difficulties (MLD)	Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
Occupational Therapy/ist (OT)	A specialist professional who can provide the school with advice on how to support a child's development with regards to their fine and gross motor skills.
Parental/Pupil/School Voice	An opportunity for the key stakeholder to say how they are feeling and what is working and not working in their opinion.
Provision Map	Where the school outlines the support, it is offering the children with SEN. Using a provision map helps demonstrate how the school is using the graduated



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	approach within its' practice. This is a working document updated regularly.
Pupil Premium	Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils. Schools receive pupil premium funding based on the number of pupils they have who receive free school meals and/or are Looked After Children.
Pupil Progress Meetings	Pupil Progress Meetings are held regularly (usually termly) between members of the Senior Leadership Team and class teachers. In these meetings, staff look at the progress children are making in their learning and consider what additional support may help them to thrive in school.
Reasonable adjustments	Are the changes that a school can make to help support the pupils within the school.
SEN Register	A document where all the children with SEN are listed and their needs are detailed. This is a working document and is updated regularly.
Social Emotional and Mental Health	Refers to a range of different needs that children may have at any given time, linked to their social and emotional wellbeing.
Special Educational Needs Coordinator (SENCO)	The person who oversees the SEN children at the school by ensuring that teaching is adapted and that communication is transparent between all key stakeholders at the school.
Specific Learning Difficulty (SpLD)	"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling)
Senior Leadership Team (SLT)	The management team of the school. This consists of the headteacher, the deputy head, the assistant head(s), the business manager and the SENCo.
Sensory and physical needs	Children and young people may require special educational provision because they have a disability or sensory sensitivity, which prevents or hinders them from making use of the educational facilities generally provided.
Speech and Language Therapist (SaLT)	Speech and language therapy provides assessment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing. The SaLT may work directly with children or act in an advisory role to staff and parents.
Speech and Language Needs	Children and young people may have a range of difficulties with speech and language. For some children,



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	<p>such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. Other students may have difficulties on the receptive side – in understanding language, or with vocabulary. Others may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.</p>
Special Educational Provision	<p>Special education is any educational or training provision, which is extra to or different from what is needed by other children or young people the same age.</p> <p>This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support.</p>
Stakeholders	<p>These are the key people connected to the child in supporting the child to achieve. They include:</p> <ul style="list-style-type: none">- The child- The parent/carer- The school (teachers, SLT, SENCo)- External agencies which could be involved