

## Glossary of SEND terms

Here is a glossary of special education needs and disability (SEND) terms

Abbreviation	Meaning
ASD/ASC	Autistic spectrum disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g. speech and language therapist use autistic spectrum condition.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
CP	Child protection
DDA	Disability Discrimination Act
DME	Dual and multiple exceptionality  Dual exceptionality (sometimes referred to as twice exceptionality or 2e) is the term used to describe a child who is not only exceptionally able but also has an additional learning difficulty or a disability.  Multiple exceptionality is the term used to describe a child with high intellectual ability and more than one special need or difficulty. Put them together and the term used is dual or multiple exceptional or DME.
EAP	<u>Ealing Alternative Provision</u>
ECIRS	<u>Ealing Children's Integrated Response Service</u>
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.
EP	Education psychologist
EPC	<u>Ealing Primary Centre outreach service</u>
GLD	Global learning difficulties
Gross Motor	Large movements e.g. Running, jumping and climbing
HLTA	Higher level teaching assistant
LAC	Looked after children

Abbreviation	Meaning
HI	Hearing impaired
IEP	Individual education plan (no longer used by some schools following introduction of CoP 2015)
LD	Learning difficulties
LSA	Learning support assistant
MAC	More able child (child working a year above age-related expectations)
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PEP	Personal education plan (for looked after children)
PD	Physical disability
P Levels	Type of assessment used for pupils working below level 1.
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Pupils with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD pupils need a high level of adult support and sensory stimulation and they are usually educated in special schools or hospital units.
SAFE	<u>Supportive action for families in Ealing</u>
SaLT	Speech and language therapy
SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
K	SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties
SPDs	Sensory processing disorders

Abbreviation	Meaning
SPM	Sensory, physical, medical
TA	Teaching assistant
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired

#### Code for key stage assessment

Abbreviation	Meaning
BLW	Below the standard of the pre-key stage (assessed P1 – 4)
PK 1 - 6	Pre-key stage – growing development of the expected standard (NB – KS1 PK 1 – 4)
A	Absent for long periods or recently arrived
D	Disapplied from the national curriculum
L	Pupil has left the school
HNM	Has not met the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at a greater depth within the expected standard
F	Pupil will complete the key stage in the future
P	Pupil completed the key stage in the past

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