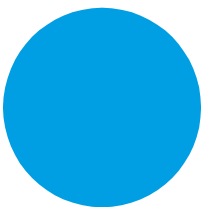


Leicestershire SEND Jargon Buster

▶ June 2024



Links have been provided where Leicestershire provides a service.

A

ABA

Applied Behaviour Analysis - a broad group of approaches and techniques designed to help children with autism using the principles of behaviour therapy.

ABI

Acquired Brain Injury

ADD

Attention Deficit Disorder

ADHD

Attention Deficit Hyperactivity Disorder

AOT

The [Autism Outreach Team](#) advise Leicestershire maintained schools on how to best meet the needs of pupils on the Autism Spectrum with an Autism Spectrum (ASD) diagnosis aged 5-19 years.

AOT is the strategic partner with Autism Education Trust for the East Midlands and is responsible for providing training and support to new AET partners.

ASC

Autistic Spectrum Condition

ASD

Autistic Spectrum Disorder

AtFEST

Educational settings should make reasonable adjustments to enable curriculum access to all children and young people. But some may need access to equipment/resources not typically available within their or similar educational settings. [Assistive Technology for Education Support Team](#) support referrals from schools.

Academy

A state funded school which receives its funding from and is owned and controlled by central government, not a local authority.

Advice

Written reports from parents, teachers and other practitioners on a child's special educational needs and disabilities, requested as part of the Education Health and Care needs assessment.

Age Weighted Pupil Unit (AWPU)

The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one local authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.

Annual Review

An [Annual Review](#) is the process of ensuring that an Educational Health Care Plan (EHCP) of special educational needs and disabilities continues to describe the child's needs and how they should be met through a meeting held once a year. For pupils in the early years, this will be carried out every 6 months. For those pupils from compulsory school age onwards, this will be on an annual basis.

Apprenticeship

A paid job that includes training, leading to nationally recognised qualifications.

Assessment

Finding out what a child's needs are, what they can do and struggle with, usually through observing them at home, school settings and by talking with people who know the child well.

Autism Outreach Team

The [Autism Outreach Team](#) advise Leicestershire maintained schools on how to best meet the needs of pupils on the Autism Spectrum with an Autism Spectrum (ASD) diagnosis aged 5-19 years.

AOT is the strategic partner with Autism Education Trust for the East Midlands and is responsible for providing training and support to new AET partners.

Autism Spectrum Disorder

A lifelong developmental disability which affects how people communicate and interact with the world.

B

BESD

Behavioural, Emotional and Social Difficulties. This term has now largely been replaced by Social, Emotional and Mental Health (SEMH).

BSL

British Sign Language

Best Endeavours

Section 66 of the Children and Families Act 2014 states that the appropriate authority (governing body, proprietor, or management committee of the school) must use its best endeavours to secure special educational provision for their pupils with SEN.

Best Endeavours and Reasonable Adjustments (BERA)

A term used to describe adjustments schools should be making for their pupils with special educational needs as legislated within the Children and Families Act 2014 and the Equality Act 2010.

C

CAF

Common Assessment Framework - A method of assessment which can be used by social services, health, or education. It is a non-statutory assessment.

CAMHS

Child and Adolescent Mental Health Services

CCG

Clinical Commissioning Group - now replaced by an Integrated Care Board (ICB).

C&F Act (Children & Families Act 2014)

An Act which reforms legislation to introduce changes that affect how children and young people with special educational needs and disabilities get the services and support they need.

C&I - Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Type of need.

C&L - Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child/young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Type of need.

CP

Cerebral Palsy. Physical Impairment that affects movement. Mobility problems may vary from barely noticeable to extremely severe. Those with CP may also have sight, hearing, speech, perception and learning difficulties. Between a quarter and a third of children and adolescents with CP are also affected by epilepsy.

CPP (Change Programme Partnership)

This is the national SEND Change Programme Partnership undertaking whole system testing for reforms set out in the SEND and Alternative provision Improvement Plan published by the DfE. Leicester, Leicestershire and Rutland Local Authorities and the Integrated Care Board are working together to test systems locally.

CSDPA

The Chronically Sick and Disabled Persons Act 1970. This is one of the main acts of parliament that entitle disabled people to social care.

Care Plan

A record of the health and/or social services being provided to a child or young person.

Case Manager

A Local Authority staff member that writes the EHC plan.

Code or CoP (Code of Practice 2015)

The Code of Practice is a document designed to help families, schools, local authorities, health services and other organisations make effective decisions regarding children with special educational needs and disabilities. This contains statutory guidance on the Children and Families Act 2014.

Commissioning

Covers a number of different activities including: an evidence-based needs analysis to understand what services and support the people of Leicestershire need, developing a plan and priorities to deliver those services, and the process by which we buy and/or deliver those services and monitor their performance and impact.

Commissioners

The people responsible for commissioning.

Community Paediatrician

A doctor who specialises in children's health when there are concerns about a child's development, behaviour or educational needs.

Continuing Healthcare

[Continuing Healthcare](#) is care given outside of hospital over an extended period of time to meet the physical or mental health needs of adults with a disability, injury, or illness. It involves a package of care that is arranged and funded by the NHS and is free of charge to the person receiving the care. Eligibility criteria does apply.

Co- Production

Equal partnership working between service providers, those in receipt of the service and their families.

D

DDA

Disability Discrimination Act

DFE

Department for Education

DLA

Disability Living Allowance

Direct Payments

Payments that allow you to choose and buy the services you need yourself, instead of getting them from the local authority (council). Direct Payments may be available for health care, social care and for the special educational provision in an EHCP.

Disability

A mental or physical impairment which strongly affects a person's ability to carry out normal daily activities. Many people with a disability will also have a SEN.

Disability Children's Team

Children with disabilities social care team

Disagreement Resolution (Dis Res)

The dispute resolution service offered by a local authority to resolve disagreements between parents and the local authority NB. This is not always an independent service, and it does not necessarily mean mediation which has a specific meaning (see M).

DSP

Dynamic Support Pathway

Dynamic Support Pathway

The Dynamic Support Pathway (DSP) provides support for individuals of all ages with a learning disability, autism, or both, who are struggling with their health and wellbeing whilst living in the community.

Dyscalculia

Is a specific and persistent difficulty in understanding numbers, can lead to a range of difficulties with mathematics.

Dyslexia

A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

E

EA 1996

Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation.

EHA

Early Help Assessment - formerly known as CAF.

EHC Needs Assessment

An [assessment](#) of education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

EHCP or EHC plan

An [Education, Health and Care \(EHC\) plan](#) as defined in section 37 (2) of the Children and Families Act 2014.

EHRC

Equality and Human Rights Commission

EOTAS

Education otherwise than at school - a child or young person can receive educational provision when they are unable to attend an educational setting. Provision is either delivered at home or with an external setting that is not registered as an educational setting and the local authority remains responsible.

EP

Educational Psychologist. A professional employed by the local authority to assess a child's special educational needs and to give advice to school settings on how these needs can be met.

EqA or EQA

The Equality Act 2010

ESFA

The Education 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.

The ESFA allocates funds to local authorities, which then provide the funding for maintained schools. The ESFA directly funds academies and free schools.

EYFS

The Early Years Foundation Stage. A statutory framework which covers children both in pre-school settings and in reception classes up to their fifth birthday.

EY SEND Inclusion Team

[Early Years SEND Inclusion Team](#) provide guidance to settings to support children additional needs.

Early Years

Birth to 5 years old.

Early Years Provider

A provider of early education places for children under five. This can include state funded and private nurseries.

Early Years SEND Inclusion Team

[Early Years SEND Inclusion Team](#) provide guidance to settings to support children with additional needs.

Education Effectiveness Team

The team work with all education settings in Leicestershire (primary, secondary schools and academies, alternative providers and independent / specialist settings) to act as champions for children and young people.

Education Health and Care Needs Assessment (EHC Needs Assessment)

An [assessment](#) of education, health care and social care needs of a child or young person conducted by a local authority under the Children and Families Act 2014.

Education Psychology Service (EPS)

The team of [Educational Psychologists](#) providing guidance to schools and carrying out statutory assessments within the EHC needs assessment process.

Education Setting

A general phrase to describe a place where a child or young person receives their education, for example a nursery, school, or college.

F

FE - Further Education

FE Full or part-time education for people over compulsory school age. The FE sector includes further education colleges, sixth form colleges, specialist colleges and adult education institutes. It does not include universities.

Free School

A type of Academy. Usually describes a new school which has been set up by parents, a charity, business or other groups or individuals.

G

GDD

Global Development Delay

Graduated Response

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective provision in place. This SEN Support should take form of a four-part cycle (assess, plan, do, review) to help gain better understanding of the pupil's needs and tailor support accordingly. Schools must show evidence of a graduated response whereby they have sought advice, put appropriate interventions in place and evaluated progress before requesting additional or alternative provision through an EHC assessment.

H

HI

Hearing Impairment

Health Provision

The medical care or support set out in an EHC plan. This could include medication, nursing, or special equipment.

Hearing Support Team

The [Hearing Support Team](#) is a Leicestershire County Council service that works with schools, early years settings and other professionals to offer assessment, observation and advice on the impact of hearing loss, and ways to support children to achieve their potential. This may include direct teaching or non-teaching support.

Healthwatch

[Healthwatch](#) is an independent consumer champion, gathering and representing the views of the public about health and social care services. It operates both locally and nationally.

Home Authority

This usually means the local authority in which a child or young person is ordinarily resident (and which therefore has the responsibility to a child or young person under the Children and Families Act 2014).

I

ICB

[Integrated Care Board](#). Previously the CCG.

IEP

Individual Educational Plan. A plan which sets out the support a child is receiving in their school or other setting. There is no specific requirement for children with SEND to have a plan called an IEP under the Code but children with SEND may still have IEP's.

IS

Independent Supporters

A person recruited locally by a voluntary or community sector organisation to help families through an EHC needs assessment and the process of developing an EHCP.

ISP

Independent Specialist Provision

ISW

Independent Social Worker. A social worker who works independently from any authority.

Inclusion

When anyone, regardless of impairment is welcomed and supported to be involved. Inclusion should mean disabled and non-disabled people are supported to take part in activities together.

Inclusion Service

The [Inclusion Service](#) supports all children and young people, working together with parents, carers, and educational establishments to ensure that children can access and be included in educational settings. Oversees the statutory duties when pupils are not in education, e.g. Children Missing Education, Children with Medical Needs, Elective Home Education and works with schools on attendance and exclusion of pupils.

Inclusive Practice Toolkit

The [Inclusive Practice Toolkit](#) provides parent/carers, schools and the local authority on the common set of expectations about what schools should be doing to meet the needs of children and young people with SEND and where they can receive additional support.

Independent / Independent Special School

A school that is not maintained by the state and charges fees. They are often run by a charity or charitable trust. Independent schools will have their own policies on admissions and exclusions. Independent schools do not have to follow the National Curriculum. Some independent schools provide education specifically for pupils with special educational needs (SEN).

J

JSNA – Joint Strategic Needs Assessment

Assessment of the current and future health and social care needs of the local community.

Joint Commissioning

Working collaboratively across agencies to assess need, identify resources available, plan how to use resources and arrange service delivery. This also involves reviewing the services and reassessing need, with the aim of improving outcomes.

K

Key Worker

A trained individual who provides personalised support, co-ordination and/or advocacy for disabled children and young people and their families. This service is delivered by Barnado's.

L

LA – Local Authority

Also known as Council or Local Government – A local authority is responsible for managing services in your area i.e. Leicestershire County Council.

LEPS

Leicestershire Educational Psychology Service

assessments and also provide support and guidance to Leicestershire schools.

LSA

Learning Support Assistant, also sometimes called Teaching Assistant ("TA").

LST

A central part of the [Learning Support Team](#) and FE providers to support them in meeting the needs of pupils who have persistent literacy and maths difficulties, including dyslexia and dyscalculia. Schools are provided with support from specialist advisory teachers who are qualified and experienced in assessing and teaching pupils with specific learning difficulties.

Laws

Rules to be followed.

Learning Difficulties

Problems or conditions which make learning harder than it is for most people.

Legislation

Law put in place by the Government.

Learning Difficulty Assessment (LDA) / Section 139a assessment

An assessment of needs carried out before a young person with SEN moves from school to further education. The local authority must arrange this for a pupil with a statement.

Leicestershire SEND Hub

The Parent Carer Forum that consists of Leicestershire parent/carers of children and young people with SEND. The [SEND Hub](#) is the strategic partner of Leicestershire County Council as recognised by the DfE.

Local Offer

A directory/website outlining the provision available in the local area for SEND. It is a statutory requirement for all areas to have a [Local Offer](#).

The Local Area

The local area includes the local authority, Integrated Care Board (ICB), public health, NHS England for specialist's services, early year's settings, schools and further education providers, Parent Carer Forum.

Local Areas are subject to inspection by the Care Quality Commission (CQC) and Ofsted in terms of their effectiveness in identifying and meeting the needs of children and young people who have special educational needs and disabilities.



MLD

Moderate learning difficulties – not a legal term but often used in relation to the description of a school i.e. an MLD school.

Mainstream School

Any school that is not a special or independent school.

Maintained School

Sometimes called a state school. A mainstream or special school funded by the local education authority. These include community and voluntary controlled schools. They also include voluntary aided and foundation schools, for example faith schools that are controlled by the governing body. Maintained schools have to follow education law on special educational needs, admissions and the curriculum.

Mediation

Where a trained person helps to sort out any area of conflict. A method of seeking to resolve disagreements by going to an independent mediator. Mediation must be offered to a parent or young person in relation to an EHCP. Mediation is not compulsory for the parent or young person, but they will need to consider mediation before appealing the educational parts of an EHCP in most cases.

Mediation advice

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.

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 provision specified in the plan or the fact that no school or other institution is named.

You can find more information on mediation advice in the SEND Code of Practice 11.21 to 11.25.

Must

The SEND Code of Practice says in Section i of the Introduction:

...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.

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.

N

NEET

Not in Education, Employment or Training

National Curriculum

The framework which sets out standards and appropriate levels of achievement for children's education. It also determines how performance will be assessed and reported. Children's expected progress is currently determined by reference to standardised national curriculum "levels" which prescribe the expected attainment for pupils in each year group.

Networks

Groups of people that are interested in the same topic or area of work.

O

OCD

Obsessive Compulsive Disorder

ODD

Oppositional Defiance Disorder

OFSTED

Office for Standards in Education, Children's Services and Skills. This is the body which inspects and regulates services which care for children, young people and those providing education and skills for learners of all ages.

OT

Occupational Therapist. Trained to give advice on equipment, adaptations, and activities to support the learning/social development of people with physical, emotional, or behavioural difficulties.

Oakfield Short Stay School

Oakfield School is for primary aged children who have been permanently excluded from school or are at risk of permanent exclusion. Staff from the school also provide outreach support to primary schools across Leicestershire in relation to behaviour.

Outcomes

Section 9.66 of the SEND Code of Practice says:

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

'P' Levels

Performance levels used to assess a child who is not yet within the national curriculum levels of attainment.

PD

Physical Disability

PDA

Pathological Demand Avoidance

PDD

Pervasive Development Disorder

PfA

Preparation for Adulthood (14-25)

PMLD

Profound and Multiple Learning Difficulties

PRU

Pupil Referral Unit - for children who need to be educated out of school, often because they have been excluded.

Paediatrician

A doctor who specialises in children's health and may be responsible for the continuing care of SEND children both before school entry and in special and mainstream schools.

Paediatric Hearing Services

[Paediatric Hearing Services](#) are provided by the University Hospitals of Leicester.

There are two parts to the service: diagnostics (hearing tests) and habilitation (hearing aid) clinics.

Panel

A decision making body who meet to match criteria for services, i.e. short breaks, EHC assessment.

Parent Carer Forum (PCF)

A strategic body made up of parent/carers with children and young people aged 0 to 25 that have SEND. The PCF provides the voice of parent/carers to local areas and work as a strategic partner to provide solutions.

Pathfinder

Public bodies that are involved in testing new system before they become law.

Personal Budget - PB

Money that is allocated to individuals to meet assessed needs in place of services that would otherwise be provided directly to the individual by statutory bodies. A Personal Budget is the notional amount of money which an LA has identified as necessary to secure the special educational provision in an EHCP.

Personal Transport Budget (PtB)

A PtB is an alternative to being allocated school transport. It provides freedom for families to make their own transport arrangements. For 16 to 18 years olds, this is the standard offer.

Personalisation

Putting the person at the heart of decision making and enabling people to have choice and control over their lives and support. Person centred practices and personal budgets are part of this approach.

Physical Impairment

An individual has a limitation on physical functioning, mobility, dexterity, or stamina that has a substantial and long-term impact on the individual's ability to do normal activities.

Portage

Home-based educational support for pre-school children with SEND.

Preparation for Adulthood

There are four core standards that set out the support available for young people and their families to move from childhood to adulthood:

- Employment and training
- Health
- Living independently
- Community inclusion (having friends and participating in the local community)

R

RB

Responsible body of a school, usually the board of Governors.

Reasonable Adjustments

Section 20 of the Equality Act 2010 imposes a duty to make 'Reasonable Adjustments'. Reasonable adjustments are required to be made to help minimise the disadvantages that pupils with disabilities might face compared to their peers. Schools need to consider the whole of the school day and what can be adjusted to meet the needs of a disabled child, including attendance and behaviour.

Respite / respite care

[Respite](#) is an opportunity for parents and carers of a disabled child to have a break from their caring arrangements, and for their child to have a positive and enjoyable experience. Also known as a short break.

S

S&P - Sensory and Physical

Children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These disabilities could include a: vision impairment. Type of need.

SEMH

Social Emotional and Mental Health Needs. Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. Type of SEN need.

SEN

Special Educational Needs

SENA

The [Special Educational Needs Assessment Service](#) draws together advice from a range of professionals and will write the EHC plan.

SEND

Special Educational Needs and Disabilities

SENDIASS

[Special educational needs and disabilities independent advocacy service](#) providing free, impartial and confidential advice and support for SEND children or young people aged 0 to 25 years.

SEP

Special Educational Provision

SLD

Severe Learning Difficulties - not a legal term but often used in relation to the description of a school, i.e. an SLD School.

SPIL

Leicestershire County Council has worked with the SEND Hub to develop a guide and directory known as [SEND Provision in Leicestershire](#) to enable the comparison of different types of educational settings and provision available.

SLT OR SALT

[Speech and Language Therapy](#), sometimes used to refer to the Speech and Language Therapist, trained to give specialist assessment and advice for children with communication difficulties.

Schools Forum

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.

The role of the School's Forum includes looking at the local formula used to fund schools and SEN provision.

School Readiness

How to prepare your child for school.

SEN Information Report

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.

The information that has to be included can be found in Section 6.79 of the SEND Code of Practice.

SEN Support

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.

SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.

SEN Transport

If your child is assessed as eligible for [SEN transport](#) assistance, they may receive either a Council organised transport or a personal transport budget.

SENCO – Special Educational Needs Co-ordinator

The teacher with responsibility for the co-ordination and planning of the special educational needs provision within school or early years setting. Every school or early years setting has a SENCO.

SEND Code of Practice

This document explains the duties of local authorities, health bodies, schools and colleges to provide for those children and young people aged 0 to 25 years with special educational needs under part 3 of the Children and Families Act 2014. It is the national guidance which all areas follow.

SEND Governor

Every school is encouraged to have a SEND Governor to champion special educational needs and have specific oversight of the school's arrangements and provision.

SEND Hub

The [SEND Hub](#) is the Parent Carer Forum for Leicestershire that consists of Leicestershire parent/carers of children and young people with SEND. It is the strategic partner of Leicestershire County Council as recognised by the DfE.

SEND Reforms 2014

The SEND reforms aim to deliver a simpler, joined up, person centred system for the provision of education, health and social care for children and young people from age 0 - 25 with special educational needs and disabilities.

SEND Register

A list of all pupils in a school that have special educational needs and/or a disability.

SEND Tribunal

The First-tier Tribunal, Special Educational Needs and Disability - sometimes referred to by its former name "SENDIST".

Short Breaks

A [short break](#) is an opportunity for parents and carers of a disabled child to have a break from their caring arrangements, and for their child to have a positive and enjoyable experience. Also known as respite.

Short Breaks Statement

The [Short Break statement](#) is an annual publication outlining the short breaks that a local authority offer.

Signposting

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.

Social Care provision

The support that someone receives to help them at home or in the community.

Special School

A school which is specifically organised to make special educational provision for pupils with SEN.

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability that makes it harder for them to learn than it is for most people of their age.

Specialist Autism Team

The [Specialist Autism Team](#) (SAT) brings together a range of health professionals to improve the quality and care for people who are autistic. The team provide post-diagnostic support to autistic people aged 14 upwards, including adults. The team are based within Leicestershire Partnership Trust.

Specialist Provision

Specialist provision generally refers to support and services provided by specialists in education, health or social care following individual referral and specialist assessment.

Specialist Teaching Service

The umbrella service that includes, Autism Outreach, Hearing and Visual Impairment Services, Learning Support Team, Assistive Technology for Education Support team. These services are part of Leicestershire County Council.

Statement of special educational needs

A legal document issued by the local authority describing a child's SEN and the support they will receive. From September 2014 statements were replaced by EHC plans.

Statutory Guidance

Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

Studio School

A type of Academy

Supported Internship

A [supported internship](#) is a structured study programme, based with an employer that is tailored to the individual needs of the young person which will equip them with the skills they need for the workplace.

T

TAC

Team around the child meeting

TAF

Team around the family meeting

Transfer Review

A process carried out by the local authority to transfer a statement into an EHC plan.

Traineeship

A programme for young people who want to work but who need extra help to gain an apprenticeship or a job. Traineeships will give young people the opportunity to develop the skills and workplace experience required.

Transition

When a young person moves from class to class, a different setting or children to adult services.

Tribunal

An independent body which hears appeals against decisions made by the local authority on statutory assessments & EHCP's.

U

Universal Services

Services provided to all children and young people in the area

V

VI

Visual Impairment

Vision Support Team

The [Vision Support Team](#) works with schools, early years settings and other professionals to offer assessment, observation and advice on the impact of sight loss, and ways to support children to achieve their potential.

W

Whole school SEND Reviews

A process to be carried out with schools to evaluate their areas of strength and areas for development across their SEND practice.

Y

Young Person

A child becomes a young person when they have reached the end of compulsory schooling. This is the end of the school year in which they turn 16 - year 11 for most pupils. A young person between 16 and 25 has the right to make their own decisions related to their EHC plan.