

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit and Hyperactivity Disorder</b>
<b>ASD</b>	<p><b>Autistic Spectrum Disorder</b></p> <p>Pupils with ASD find it difficult to:</p> <ul style="list-style-type: none"> <li>• understand and use non-verbal and verbal communication</li> <li>• understand social behaviour, which affects their ability to interact with children and adults</li> <li>• think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.</li> </ul> <p>Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.</p>
<b>BESD</b>	<p><b>Behavioural Emotional and Social Difficulties</b></p> <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child and Adolescent Mental Health Service</b>
<b>Dyscalculia</b>	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.
<b>Dyslexia</b>	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. They may mispronounce common words or reverse letters and sounds in words.
<b>Dyspraxia</b>	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). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>HI</b>	<p><b>Hearing Impairment</b></p> <p>Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.</p> <p>For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.</p>
<b>KFSF</b>	<b>Kent Family Support Framework</b>
<b>KS</b>	<b>Key Stage</b>
<b>LA</b>	<b>Local Authority</b>
<b>MLD</b>	<p><b>Moderate Learning Difficulty</b></p> <p>Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PD</b>	<p><b>Physical Disability</b></p> <p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the</p>

	<p>curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.</p> <p>In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.</p> <p>Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.</p>
<b>SALT</b>	<b>Speech and Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs and Disability</b>
<b>SENCO</b>	<p><b>Special Educational Needs Coordinator</b>  <b>Inclusion</b></p> <p>This is the member of staff of a school who has responsibility for coordinating SEN provision within the school.</p>
<b>SLD</b>	<p><b>Severe Learning Difficulty</b></p> <p>Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).</p>
<b>SpLD</b>	<p><b>Specific Learning Difficulty</b></p> <p>Specific learning difficulties (<b>SpLD</b>), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<b>VI</b>	<b>Visual Impairment</b>