

Glossary	
Academy:	A state-funded school in England that is funded directly by the Department for Education rather than through the local authority. Academies are independently run by academy trusts and have greater freedom over aspects such as the curriculum, staffing and finances than maintained schools.
Annual review:	The review of an EHC plan which the local authority must make as a minimum every 12 months.
Care Plan:	A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.
Child and Adolescent Mental Health Services (CAMHS):	Children and Adolescent Mental Health Services (CAMHS), also increasingly referred to as Children and Young People's Mental Health Services (CYPMHS), assess and support children and young people experiencing emotional, behavioural or mental health difficulties. Services range from community-based support to specialist inpatient care for those with the most complex needs.
Education, Health and Care plan (EHC plan):	A legal document that sets out a child or young person's special educational needs, the outcomes they are expected to achieve, and the education, health and social care provision required to meet those needs.
Graduated approach:	A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
Local Authority Maintained School:	A local authority maintained school is a school in England that is funded, overseen and held accountable by the local authority, rather than by an academy trust. Maintained schools must follow national curriculum requirements, comply with statutory guidance, and operate under the governance structures set out in legislation. They include community schools, voluntary controlled schools, voluntary aided schools, foundation schools, and maintained special schools, all of which are formally categorised in law as schools that a local authority is required to maintain.
Local Offer:	Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
Special Educational Needs (SEN):	A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
Special Educational Needs Co-ordinator (SENCO):	A qualified teacher in a school or maintained nursery school who is responsible for coordinating provision for pupils with special educational needs. New SENCOs are required to complete the National Professional Qualification (NPQ) for SENCOs within the required timeframe.
Speech and language therapy:	Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

