

Glossary of Terms Relevant to Special Educational Needs in Education

ADHD, ADD

Attention deficit disorder / attention deficit hyperactivity disorder: Difficulties in sustaining attention and controlling impulses, and in the case of ADHD, hyperactivity. Pupils exhibit chronic and persistent difficulties responding to classroom tasks and often have low self-esteem.

Annual Review

The review of a statement of special educational needs which an LEA must make within 12 months of making a statement or, of the previous review. The child's parents or carer, a teacher responsible for the provision of the child's education and a representative of the LEA must be invited to attend.

Asthma

Condition in which the air passages in the lungs become narrowed making it difficult to breathe. Sudden narrowing produces an asthma attack. Staff need to understand the condition, the need for access to medication and what to do in the event of an attack.

Autism, Aspergers syndrome

Impairment in the development of social relationships, communication skills and imagination. Pupils often demonstrate a rather limited awareness of the intentions or moods of others and have difficulty transferring skills or coping with change.

Cerebral Palsy

A group of movement disorders resulting from damage to the developing brain, the extent of motor impairment varies widely. Vision, hearing, speech articulation and intellectual functioning may be affected. Increased risk of epilepsy.

Cystic Fibrosis

Life-threatening inherited disorder in which the body produces a thick, sticky mucus that affects the lungs and digestive system in particular.

Disapplication

Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, including entire subjects through relevant regulations.

Diabetes

A condition in which the amount of glucose (sugar) in the blood is too high because the body is unable to use it properly. School staff need to be aware of the causes and symptoms of hypoglycaemia and what action to take, children with diabetes must be allowed to eat regularly during the day. The timing of mealtimes is important and may include eating snacks during class time.

Down's Syndrome

People with Down's Syndrome have 47 instead of 46 chromosomes. This results in disruption of the growth of the embryo and a degree of developmental delay in the child.

Dyslexia (Specific Learning Difficulties or SpLD)

A distinctive pattern of learning difficulties particularly associated with the acquisition of reading and spelling strategies. Reading and writing attainments are significantly below the standards pupils achieve in other areas.

Dyspraxia (developmental co-ordination disorder or DSD)

Difficulty in the planning and co-ordination of motor tasks. There is a wide variation of difficulties from fine motor skills affecting handwriting and drawing to gross motor skills with problems in PE and games or with the planning and co-ordination of speech. Self confidence, social relationships and behaviour can also be affected.

EBD (emotional, behavioural and difficulties or behaviour, emotional and social development)

This broad term encompasses students who may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, display immature behaviour or present challenging behaviour arising from other complex special needs.

Education supervision order

An order LEAs can apply to ensure a pupil receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Epilepsy

An established tendency to recurrent seizures. Seizures affect individuals differently but all are caused by a brief malfunction in the brain's biochemistry. Medication can cause the pupil to be drowsy or over-active. Seizures need to be understood and well handled by adults and other children.

Glaucoma

Increased pressure inside the eye.

Glue Ear (See Hearing Impairment)**Hearing Impairment**

There are two main types of hearing impairment:

Conductive (glue ear) - fluctuating levels of hearing during childhood which can affect language acquisition and general progress at school. Can lead to label of unco-operative, lazy or inattentive if undetected.

Sensori-neural - hearing loss due to damage to inner or middle ear. Different forms of aid may be used. The acoustics of the room, level of background noise and position for class and group work need to be taken into account by the teacher.

Hyperactivity (See ADHD)**Inclusion**

System of education that embraces all pupils, taking into account the diversity of pupils' needs.

IEP (Individual Education Plan)

A working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from and additional to those in place for the rest of the group or class.

MLD - moderate learning difficulties

SLD - severe learning difficulties

Speech and Language Difficulties

Overarching term that describes a range of difficulties that can be observed in the acquisition of language and communication, affecting a pupil's ability to access education.

SpLD (See Dyslexia)

Statement

Document produced by LEAs following multiprofessional assessment and contributions from parents or carers, specifying the precise nature of the pupil's assessed difficulties and educational needs, and the special or additional provision that would be made in order to meet that pupil's needs. Statements must then be reviewed at least annually.

Targets

Specific objectives in an Individual Education Plan, on the path to long term goals.

Visual dyslexia

Poorly defined term referring to the visual problems sometimes associated with dyslexia. Some pupils can find reading difficulties eased by the use of coloured filters or lenses

Visual Impairment

General term for problems related to vision. Teachers should be aware of the indications that a pupil may have a visual impairment.

Compiled by Tessa Knott.

Bibliography

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