

The jargon and abbreviation buster

Taken from SEND: the things and the stuff - A go to mini guide



ADHD	Attention Deficit and Hyperactivity Disorder	PMLD	Profound and Multiple Learning Difficulties
APDR	Assess, plan, do, review – a cyclical approach by where a pupil's needs are assessed and a plan is made to address the needs identified. This can include targets, provision, intended impact and outcomes. This document will be reviewed regularly.	PRU	Pupil Referral Unit
AS	Autism Spectrum	PT	Physiotherapist
AT	Advisory Teacher	QTHI	Qualified Teacher of the Hearing Impaired
CAMHS	Child and Adolescent Mental Health Service	QTVI	Qualified Teacher of the Visually Impaired
DCD	Developmental Coordination Delay (also known as Dyspraxia)	QFT	Quality First Teaching
DLD	Developmental Language Delay	SalT	Speech and Language Therapy
EHCP	Education and Health Care Plan	SEMH	Social, Emotional and Mental Health
EP	Educational Psychologist	SEND	Special Educational Needs and/or Disabilities
EWO	Education Welfare Officer	SEND CoP	The Special Educational Needs Code of Practice was devised to explain the responsibilities of Local Authorities, educational establishments such as early education settings, schools and academies together with health organisations to those with special educational needs in accordance with the Children and Families Act 2014.
EYFS	Early Years Foundation Stage (Nursery and Reception class provision)	SENDCo	Special Educational Needs Coordinator
HI	Hearing Impairment	SLD	Severe Learning Difficulties
IBP	Individual Behaviour Plan	SpLD	Specific learning difficulty – a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.
LA	Local Authority	TA	Teaching Assistant
MLD	Moderate Learning Difficulty	VI	Visual Impairment
OT	Occupational Therapist		
PD	Physical Disability		
PECS	Picture Exchange Communication System		