

School SEN Report Jargon Buster

| word | meaning |
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| Additional Support Plan (ASP) | This is a document that outlines a child's areas of strength and difficulty, specific strategies that are used to help them learn and any outside services involved in their support. It includes targets for development in areas of particular difficulty. Additional Support Plans are generally used for children who have more complex needs and are reviewed termly. |
| Pupil Resource Agreement (PRA) | This is an agreement drawn up by the school, the child's parent/carer and the school's designated Educational Psychologist. It outlines the support that has been agreed for child and any specific resources that may be required. Additional Funding is usually provided by the Local Authority for a child with a PRA. The agreement is reviewed towards the end of each term. |
| Pastoral Support Plan (PSP), sometimes called a Behaviour Support Plan | This is a plan drawn up with parents to address specific difficulties, particularly with behaviour. Short term targets are set to help the child to develop in the area of difficulty. Regular meetings are set up between school and the parents/carers to review the plan and the targets. |
| Provision Map | At Hayes Primary School we use class provision maps. They detail the key teaching strategies used to meet the general learning needs of the children in the class, known as Quality First Teaching Strategies, as well as the interventions provided to support those finding certain areas of learning difficult. They are reviewed termly. |
| Widget | This is a system that uses symbols to help communicate ideas and information. At Hayes Primary School we often use Widget symbols alongside text to further help children to understand it. We also use the symbols to make visual timetables and signs. |
| Makaton | Makaton is a language programme that uses signs and symbols to help people to communicate. It is used alongside spoken language and is particularly helpful for those children in our school who experience difficulties with the use of and/or the understanding of speech. |
| Numeracy Box | The Numeracy Box is a multisensory system for teaching and reinforcing early numeracy skills. |
| Five Minute Box | The Five Minute Box is a multisensory system for teaching and reinforcing early literacy skills. |
| Numicon | This is a maths teaching programme that uses a series of patterned shapes, rods, number lines to represent numbers and a broad range of multisensory everyday experiences and contexts in which to use them. |
| Multisensory | Multisensory teaching strategies and resources |

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| | encourage a child or young person to learn through more than one sense – visual (seeing), auditory (hearing), touch (tactile) and movement (kinetic). This means that, if the child finds it hard to learn using one particular sense, their brains can be supported in building memories using the other senses. |
| Playground Pal | A child from Years 5 or 6 who, having received training, interacts with younger children on the playground to encourage turn-taking, sharing, appropriate communication with peers, etc. |
| Venture Group | This is a group that provides opportunities for children to build their confidence and independence towards their learning. It also provides additional activities for children to work collaboratively with their peers. |
| Listening Ear | If a member of staff is a 'Listening Ear', this means that they are someone to whom a child may go to talk about anything that worries them or to talk through situations that they are finding it hard to handle. It is a non-judgemental environment, although the usual safe-guarding rules apply to all conversations. |
| Lunchtime Club safe-haven | The Lunchtime Club provides a place for children to relax and play indoor games with an experienced member of staff over-seeing the activities. Children who attend have been referred by their class teacher or another member of staff (this may be following discussions with the child's parent/carer) due to, for example, medical reasons. It also gives opportunities for the children attending to experience social interaction in a smaller setting. |
| Buddy system | When a new child starts school and joins an already established class, they are allocated a buddy who helps them during their first week or two to find their way around, introduces them to fellow peers and interacts with them at break and lunch times. If the new child has a first language other than English we try, if at all possible, to introduce them to other children who have the same primary language. |
| Play Leader | The Play Leader at Hayes Primary School uses active play and informal chats to promote children's well-being, socialising and team work during lunchtimes. |
| Funky Fingers, Funky Feet | This is a programme of activities designed to develop fine motor skills (Funky Fingers) and gross motor skills (Funky Feet). This impacts on the child's ability to use various resources such as scissors, writing equipment and cutlery. |
| Motor Skills United | This is a fun Occupational Therapy Programme used to develop Motor and Perceptual Skills which impacts on learning and handwriting. It is usually used within Key Stage 1. |
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