

Special Educational Needs and Disabilities

Glossary of Acronyms

(June 2026)

Acronym	Meaning	Description
AP	Alternative Provision	Education provided for children and young people who are unable to attend mainstream school due to exclusion, medical needs, anxiety-based non-attendance, or other circumstances. Alternative Provision aims to maintain engagement in learning and support pupils to achieve positive educational and life outcomes.
ASC	Autism Spectrum Condition	ASC is a lifelong neurodevelopmental condition that affects how a person experiences and interacts with the world. Autistic children and young people may have differences in communication, social interaction, sensory processing and flexibility of thinking, and may benefit from adjustments and support to help them access learning, participate fully and achieve positive outcomes.
BHISS	Brighton & Hove Inclusion Support Service	Brighton & Hove's specialist inclusion support service (led by BHCC's Principal Educational Psychologist), providing advice assessment and outreach support to schools, settings and families. BHISS will also be coordinating the Experts at Hand (EAH) Team Around the Setting model, bringing specialist expertise into education settings to strengthen inclusive practice, support early intervention and help meet children's needs as close to their local community as possible.
CoP	SEND Code of Practice (2015)	The SEND Code of Practice is the statutory guidance that sets out how organisations should identify, assess and support children and young people with Special Educational Needs and Disabilities from birth to age 25. It provides the legal framework for education, health and care services, including expectations around inclusion, early intervention, co-production and Education, Health and Care Plans (EHCPs).
CLT	Corporate Leadership Team	The Council's most senior officer leadership group. CLT provides strategic oversight, ensures delivery of corporate priorities, and monitors progress and risks associated with major programmes such as SEND Reform.
DfE	Department for Education	The UK Government department responsible for education and children's services.
DLT	Directorate Leadership Team	The Directorate Leadership Team is the senior leadership group responsible for strategic direction, performance and decision-making within a Council directorate. DLT oversees the delivery of key priorities, manages risks and resources, and provides leadership and accountability for major programmes, including the implementation of the Local SEND Reform Plan.
EAH	Experts at Hand	A key national SEND Reform initiative designed to give schools and settings faster access to specialist advice and expertise. This includes support from Educational Psychologists, Speech and Language

		Therapists, Occupational Therapists and Specialist Teachers to help meet needs earlier and reduce reliance on statutory processes
EBSA	Emotionally Based School Avoidance	EBSA describes difficulties attending school that are primarily driven by emotional factors such as anxiety, fear, distress or feeling overwhelmed. Children and young people experiencing EBSA often want to attend education but may find school attendance difficult due to unmet needs or barriers to engagement.
EHCP	Education, Health and Care Plan	A legal document for children and young people with the most complex SEND. EHCPs bring together education, health and care support, setting out the provision required to help a child or young person achieve agreed outcomes.
EP	Educational Psychologist	A specialist professional who supports understanding of learning, development, behaviour and emotional wellbeing. Educational Psychologists work with families, schools and services to identify barriers to learning and recommend effective support strategies.
ICB	Integrated Care Board	The NHS organisation responsible for planning and commissioning health services across Sussex. The ICB is a key partner in SEND Reform, helping to ensure health services contribute to improved outcomes for children and young people with SEND.
LA	Local Authority	In this context, Brighton & Hove City Council. The Local Authority has statutory responsibilities for SEND, including education provision, EHCP processes, strategic planning and partnership working with education, health and care services.
OAIP	Ordinarily Available Inclusive Practice	Brighton & Hove's co-produced guidance describing the support and inclusive practice that should be routinely (Universally) available in all schools and settings without requiring an EHCP. OAIP aims to improve consistency, inclusion and early support across the city.
ND	Neurodiversity	ND is the concept of differences in how people think, learn, process information and experience the world are a natural part of human variation. The term recognises and values a range of neurodevelopmental differences, including autism, ADHD, dyslexia, dyspraxia and other ways of thinking and learning, and promotes inclusive environments that enable individuals to thrive.
NHS	National Health Service	The publicly funded healthcare system across the UK. NHS services play an important role in assessing, supporting and improving outcomes for children and young people with SEND and their families.
OT	Occupational Therapist	A specialist who supports children and young people to develop independence and participate successfully in everyday activities. This may include support with sensory processing, motor skills, self-care and access to learning environments.
SalT	Speech and Language Therapy / Therapist	Specialists who assess and support speech, language and communication needs. Their work helps children and young people to communicate effectively, access learning and develop social relationships.

SEMH	Social, Emotional and Mental Health	SEMH refers to difficulties that affect a child or young person's emotional wellbeing, relationships, behaviour and ability to engage in learning. These needs may be long-term or temporary and can impact attendance, participation, attainment and overall wellbeing.
SEND	Special Educational Needs and Disabilities	A term used to describe children and young people who need additional support because they have a learning difficulty, disability or developmental need that affects their ability to access education in the same way as their peers.
SRO	Senior Responsible Officer	The senior leader accountable for overall delivery of the Local SEND Reform Plan. The SRO provides strategic leadership; ensures governance requirements are met and is answerable for programme outcomes.
DSG	Dedicated Schools Grant	Government funding provided to local authorities to support education services. The High Needs Block of the DSG funds provision and support for children and young people with SEND and those requiring Alternative Provision.
NEET	Not in Education, Employment or Training	A measure used nationally to identify young people who are not participating in education, employment or training. Reducing NEET levels is an important indicator of successful preparation for adulthood and positive post-16 outcomes.
MAT	Multi-Academy Trust	A group of academies operating under a single governance and leadership structure. MATs are important strategic partners in delivering inclusive practice and implementing SEND Reform across education settings.
PCF	Parent Carer Forum	A representative organisation that brings together the voices of parents and carers of children and young people with SEND. In Brighton & Hove, PaCC and Amaze are key partners supporting co-production and influencing service improvement.
TAFG	Task & Finish Group	A multi-agency group established to develop specific aspects of the SEND Reform Plan. TAFGs bring together professionals, parent/carers representatives and other stakeholders to co-produce proposals, oversee implementation and monitor progress.

