

# Education and childcare glossary

## Term Definition

<b>ABA</b>	Anti-Bullying Alliance. A group of organisations and individuals whose aim is to stop all forms of bullying between children and young people.
<b>Academically more able</b>	Pupils who are learning at a more advanced level than the national average.
<b>Access audit</b>	An assessment of a building, environment or service to identify how accessible it is to disabled people.
<b>Accessibility</b>	The act of ensuring that everyone has equal access to a product, service or environment and ensuring that a person with a disability is not discriminated against in accessing these.
<b>Accident</b>	An incident that occurs unexpectedly and someone is injured or harmed.
<b>Accommodation</b>	The child changes their original schema to align it to the new experiences or knowledge they have gained.
<b>Active listening</b>	Practising active listening involves listening to what a person is saying, though also observing non-verbal signals, e.g. body language, to gain an understanding of the whole message sent by a person. This is a technique used in conflict resolution. It requires the person who is listening to concentrate fully on what is being said, understand, and respond by paraphrasing what was said back to the speaker for their agreement.
<b>Active participation</b>	Supporting an individual's right to participate in relationships and activities of everyday life as independently as possible.
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder. A condition which begins in childhood but can last into adulthood. Symptoms include inability to concentrate and hyperactivity. This is a behavioural disorder that affects a person's attention, concentration, memory, motivation, effort and ability to learn from mistakes. A person with ADHD can be impulsive, hyperactive and find organizational and social skills difficult.
<b>Adjective</b>	A word that modifies a noun. For example, The words "big" and "heavy" are adjectives.
<b>Adverb</b>	A word that modifies a verb, adjective, other adverbs, or various other types of words, phrases, or clauses. For example, "I was often cold outside", "often" is the adverb.
<b>Advocacy</b>	Someone who supports and enables people to express their views and concerns in response to a particular issue. Individuals using advocacy services may have difficulty expressing themselves clearly because of a learning disability, or understanding information around a particular issue such as deciding where to live, or understanding issues around becoming a parent and what support is available.

- AL** Active learning. A form of learning in which teaching aims to engage students more in the learning process.
- Alalia** Speech and language delay. The child's or young person's speech and language development is behind what is expected.
- ALN** Additional learning needs. Children and young people with learning, physical or sensory needs that make it harder to learn than most children of the same age (Dewis Cymru).
- ALSPAC** Avon Longitudinal Study of Parents and Children. A population based study to investigate the impact of physical and social environment on a person's health and development based on children born in a specific area in 1991 and 1992.
- Animism** The believe that all natural things, such as plants, animals and toys have human feelings and intentions.
- Anti-bullying** School authorities and personnel are responsible for dealing with incidents or reports of bullying to help tackle school-based bullying.
- Anti-bullying policy** A legal requirement in state schools in the UK. It addresses bullying, including cyberbullying.
- Anti-discriminatory practice** Taking positive action to counter discrimination. This involves identifying and challenging discrimination and being positive about differences and similarities between people.
- Anti-harassment** Similar to anti-bullying, harassment is classed as a form of bullying so schools must ensure they act to prevent any form of harassment such as name calling and threats.
- Anxiety** A feeling of nervousness or worry about something that may have an uncertain outcome.
- AOS** Apraxia of speech. An acquired oral motor speech disorder which makes it difficult to speak. The affected child or young person knows what they want to say but their brain is unable to make the movements involved in producing speech. This condition can be either severe or mild. If it is severe, the person is unable to communicate and may be reliant on using non-verbal methods of communication, e.g. written communication, pictures or text-to-speech technologies. If it is mild, the person may mispronounce words and/or speak in fragmented tones and rhythms.
- APD** Auditory processing disorder. A condition that makes it difficult to understand the meaning of the sounds that the ear sends to the brain.
- Aphasia** A condition that makes it difficult to understand or speak due to a brain injury or how the brain works.
- Arterial language** A first/native language, often referred to as 'home' language. It is the most commonly spoken by members of the family for everyday interactions at home.

<b>Assimilation</b>	The child constructs a theory (schema).
<b>Attendance</b>	Being present at, or regularly going to, school.
<b>Attitude</b>	Describes a fixed way of thinking or feeling about something, typically based on prejudice and stereotypes.
<b>Atypical development</b>	Development that does not follow the normal course of development. If it is identified, a discussion between parents or caregivers and the key person should be carried out to discuss and agree how the atypical development can be supported. If the child's development is significantly delayed, or practitioners have serious concerns, then a referral to the SENCO will be made who will carry out further assessments.
<b>Autism</b>	A lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. A condition characterised by difficulty in social situations and communication. It can lead to repetitive patterns of thought and behaviour. Autistic individuals also tend to have restrictive interest and show highly repetitive behaviour.
<b>BCRP</b>	The better communication research programme. A programme that focuses on children and young people with speech, language and communication needs (SLCN). This is the term used by the Department for Education to refer to pupils with primary language difficulties – DfE
<b>BDA</b>	The British Deaf Association. A charity that campaigns and advocates for deaf people.
<b>Behaviour development</b>	Refers to the way in which children and young people are able to control their behaviour; as children develop, they become aware of expected behaviours in different settings.
<b>Behaviour management strategy</b>	An approach you can use to help minimise disruption or challenging behaviours in the learning environment.
<b>Behaviour policy</b>	This policy addresses behaviour, both positive and negative. It aims to provide a safe and secure environment.
<b>Behaviours</b>	The way in which someone acts towards others.
<b>Beliefs</b>	An acceptance that something exists, even without evidence.
<b>BILD</b>	The British Institute of Learning Disabilities. An organisation that supports people in the UK with a learning disability.
<b>Bilingual</b>	The ability to speak two languages fluently.
<b>Binocular vision</b>	Vision using two eyes with overlapping fields of views, allowing good perception of depth.

- Biological factors** Referring to issues related to genetic conditions or impairment originating from the child, i.e. it is something they are born with e.g. hearing impairment, physical impairment.
- BMI** Body Mass Index. A measure that is used to determine if a person's weight is healthy. It uses measures of height and weight.
- Body language** Non-verbal communication through the movement of the body and gestures.
- BSL** British sign language. A form of visual communication using gestures, facial expressions and body language.
- Bullying** The act of purposefully intimidating or causing harm to another person. There are four main forms: verbal, physical, emotional and cyberbullying.
- C and L** Communication and language. One of the seven areas of early years foundation stage and focuses on the development of a child's speaking and listening skills, how they express themselves and interact with others.
- C and TC** Creating and thinking critically. An area of early years foundation stage which focuses on a child's ability to develop their own ideas, make links between ideas, and develop strategies for doing things (DfE)
- CAF** Common Assessment Framework. This is a national, standard approach which is used by practitioners and professionals in any organisation. It is used to assess any additional or unmet needs any children may have, as well as deciding how these can be met effectively.
- Career break** A period of time where someone does not work, perhaps to pursue other interests or to take care of their children.
- CCLD** Children's care, learning and development.
- Centration** The tendency to focus on one salient aspect of a situation and neglect other, possible relevant aspects. Introduced by the Swiss psychologist Jean Piaget.
- Cerebral palsy** A condition that causes impaired muscle coordination (spastic paralysis) and/or other disabilities, typically caused by damage to the brain before or at birth.
- Child** A person under the age of 18 years old.
- Child safeguarding practice reviews** Formerly serious case reviews (SCR). Reviews that are carried out when a child dies and abuse or neglect is known or suspected to be a contributory factor to the death.
- Child welfare** Child welfare is a group of services that ensure children are safe and that families get the support they need to care for their children successfully.
- Child-centred approach** A child-centred approach encourages children to take learning into their own hands, as opposed to being directed or prompted by a teacher. Children take responsibility for making choices about what they will learn and explore.

<b>Child-centred model of assessment</b>	A model of assessment that involves observation, instead of prompting to setting up a planned observation. It allows the practitioner to observe how the child is interacting with their learning environment. Assessments can be spontaneous, lasting from a few minutes up to longer periods of time, depending on the activities the child is engaged in. These types of observation can capture attainment in more than one area of learning. They are valuable as they provide a reliable way of building up an accurate picture of children's learning and development.
<b>Childline</b>	A non-profit organisation whose aim is the development of a society free of child abuse.
<b>Childminders</b>	Usually registered with OFSTED, childminders offer care for other people's children in their own homes. They are able to offer set patterns of care and support, providing consistency of care for children.
<b>Children and Families Act 2014/Special Educational Needs and Disability Regulations 2014</b>	Incorporated into the Special Educational Needs Code of Practice 0 – 25 years. Clear duties of local authorities and health services to work in partnership when carrying out assessments of children with special educational needs (SEN).
<b>Circle time</b>	This involves groups of children sitting together joining in on a shared activity. It is a very effective method of supporting speaking and listening skills, whilst also encouraging children to learn non-verbal body language, such as facial expressions.
<b>Cluttering</b>	A speech disorder that leads to the individual talking too fast or in spurts which makes the speech difficult to understand. It is usually characterised by excessive amounts of "um", "like", "hmm", "so" or "well" creating abnormal syllable patterns.
<b>Code of conduct</b>	This outlines the expectation of behaviour of all pupils. Every educational setting should have one, and it should be available and accessible in the setting; for example, on a display boards.
<b>Code of Practice on the duty to promote race equality 2002</b>	Statutory Code supporting public authorities to meet their duty set out in the Race Relations Act. All schools are required to produce a written race equality policy, outlining practical ways in which schools agree to work to promote race equality.
<b>Cognitive</b>	Relating to being, or involving conscious intellectual activity.
<b>Cognitive development</b>	This term is used to refer to the changes which occur in a child's thinking and understanding as they develop over time.
<b>Collaborative working</b>	Working together to reach a common goal.
<b>Communicate</b>	To share or exchange information (opinions, facts, news, etc.) between two or more people.

- Communication** The sending and receiving of messages that are used to convey a meaning; can be either verbal (speech) or non-verbal (body language, written). The sharing or exchanging of information, thoughts or feelings with others. Communication is important to the formation of social bonds.
- Complainant** A person, group or company that makes a formal complaint, which requires legal action.
- Complaint** What a person issues when they want to express unhappiness regarding an issue. For example, a parent might issue a complaint because they are unhappy with the lack of communication from a school.
- Complaint policy** A policy which details what action must be taken or followed if a complaint is made.
- Confidentiality** Keeping information private and secure; not sharing it with others.
- Conflicts and dilemmas** When it comes to duty of care, conflicts and dilemmas are linked. Dilemmas can arise because you have to take an action which conflicts with their individual rights. For example, you may want to separate two close friends because you feel one is a bad influence, but that conflicts their right to choose their friends.
- Conjunction** A word used to join other words or phrases together into sentences. The specific conjunction used shows how the two joined parts are related. Example: Bread, butter and cheese.
- Conserve** Unable to think logically, e.g. unable to think a long tall glass holding water would have an equal volume of a wider glass - Child is only able to focus on one dimension of the glass.
- Cooperative play** Play that encourages children to communicate with each other, for example, hopscotch.
- Cooperative working** Working or acting with others and being willing to cooperate with tasks or work.
- COSHH** Control of Substances Hazardous to Health Regulations 2002. The law that employers must adhere to, in order to control substances that are hazardous to health.
- CPD** Continuing professional development. The process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work.
- Critical incident** An event that affects you and makes you stop and think. The incident can be positive or negative.
- Cultural diversity** Describes the existence of a variety of cultural and ethnic groups within a society.
- Culture** Ideas, customs and social behaviours of people from a specific geographical area or society (e.g. Muslims, Indians, Asians, Afro-Caribbean culture).

<b>Curriculum</b>	A set of subjects and competencies used in schools so children learn the same things.
<b>DBS</b>	Disclosure and barring service. A government department that allows to check whether a person has a criminal record that would make them unsuitable to work with children or vulnerable adults (Cambridge Dictionary).
<b>Development matters</b>	Non-statutory guidance to support with the implementation of the statutory requirements of the learning and development detailed in the EYFS.
<b>Developmental delay</b>	This term describes when a child, or young person has not met the development stage expected of their age group.
<b>Developmental milestones</b>	Expected sequence of development according to the child's age.
<b>DfE</b>	Department for Education. A government department responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England. Scotland, Wales and Northern Ireland have equivalent departments: Education Scotland (Scotland) the Department for Education and Skills (Wales) and the Department of Education (Northern Ireland).
<b>DHSC</b>	Department of Health and Social Care. A government department responsible for health and social care services.
<b>Diagraphs</b>	Diagraphs are "voiceless" combinations of two consonants. The most common examples are st, sh, ch, th, wh.
<b>Dialogic reading</b>	This is a supportive activity. It can consist of sharing a book, for example, when children take turns to read a book, or a big book is shared with the whole class and read together. It can also refer to when an adult listens to a child read and asks questions, or offers scaffolding to support their learning.
<b>Differentiation</b>	Distinguishing between two or more people, or things. This is the process of planning activities that match and support a child's developmental stage.
<b>Dilemma</b>	A dilemma is a situation where there are two or more alternative actions that could be equally right.
<b>Disability Discrimination</b>	Duty placed on schools to encourage children to participate in every aspect of school life, with a view to reduce harassment and unlawful discrimination. Adaptions to the environment to make sure it is accessible, e.g. inclusion of ramps and/or adapted equipment to support inclusive practice.
<b>Disabled</b>	Someone who has a physical or mental condition that may limit their activity level, senses or day-to-day activities.
<b>Discrimination</b>	Unfair treatment of children and their families, based on a difference, e.g. age, race, religion, sexuality, disability. Discrimination reduces the opportunities children are provided with, impacting negatively on their life chances and development.

**Disequilibrium** The child experiences something new that is in conflict with their original schema, creating contrasting experiences and knowledge.

**Diversity** Having a range of different things. For example, a classroom that has a mix of genders, and those children having varying ethnicity, religious beliefs and backgrounds.

**DLD** Developmental language disorder. Significant and long-term difficulties with learning and using language. Children with this disorder have problems articulating their own ideas and feelings as well as understanding what other people say to them. DLD is not associated with any other disorder. Its causes are unclear.

**Down's syndrome** Down's syndrome, or trisomy 21, is a genetic condition that typically causes some level of learning disability, physical growth delays and certain physical characteristics.

**Duplo blocks** A Lego product designed for children from 1 and a half to five-years-old. They are twice the length, height and width of traditional Lego bricks, making them easier to handle and less likely to be swallowed by younger children.

**Duties** The tasks a practitioner is expected to perform in their job role.

**Duty of care** A moral or legal obligation to ensure the safety and wellbeing of others. Within a school, all staff have a duty of care toward the children.

**Dysarthria** A motor speech disorder that leads to slow or slurred speech which can be difficult to understand. The muscles required to produce speech are damaged and cannot form words or sounds.

**Dyscalculia** Known as maths learning disability or maths disorder. In this disorder children find it difficult to learn basic mathematical concepts expected for their age. Children can find it difficult to perform calculations, understand place value and count backwards.

**Dysgraphia** A common learning difficulty that affects the physical act of writing. It impacts writing skills such as handwriting, typing, and spelling.

**Dyslexia** A common learning difficulty that can cause problems with reading, writing and spelling. It's a specific learning difficulty, which means it causes problems with certain abilities used for learning, such as reading and writing. Unlike a learning disability, intelligence isn't affected. - NHS (2019)

**Dyslexia policy** The purpose of this policy is to support teachers and enable them to be more aware of the additional support and/or teaching approaches that may be required to support learners with Dyslexia.

**EAD** Expressive Arts and Design. An area of the Early Years Foundation Stage framework which focuses on developing a child's creativity and their ability to use a variety of media and materials.

**EAL** English as an Additional Language. English not learned as the first but as the second language.

<b>Early years</b>	Refers to children up to the age of 5 years old.
<b>Early years outcomes</b>	Non-statutory guidance that supports understanding of children's development through the early years.
<b>ECAT</b>	Every child a talker. A national project to develop language and communication skills in children up to the age of five.
<b>ECHR</b>	European Convention on Human Rights. The ECHR is an international convention that protects human rights and political freedoms in Europe.
<b>Education Act 1981 (amended 1996)</b>	Developed in response to the Warnock Report. Requires local authorities to identify and assess children with SEN and provide access to a suitable provision. Sets out a school's responsibilities towards children with special educational needs to provide additional resources, equipment and support.
<b>Egocentric</b>	Self-centred or thinking of oneself without considering the feelings or wants of others.
<b>ELDP</b>	Early language development programme. A programme to improve language and communication development in children up to the age of five.
<b>ELG</b>	Early Learning Goal. The milestone that a child is expected to achieve once they reach the end of their reception year. Each area of the Early Years Foundation Stage (EYFS) curriculum framework has an early learning goal. There are seven in total.
<b>Emergency situation</b>	A situation posing an immediate threat to life.
<b>Emergent literacy</b>	The ways in which children develop early speech and language, which help them to develop more formalised reading, writing, speaking and listening skills.
<b>Emotional development</b>	Describes the way in which children and young people are able to regulate and identify emotions, either through their own experience or by observing emotions expressed by others.
<b>Empowerment</b>	Enabling an individual to be independent and to have control over their lives.
<b>Enactive mode of thinking</b>	Learning and thought takes place because of physical movement.
<b>Environmental factors</b>	External factors around the child, which are usually not fixed and can be changed. The environment in which the child is developing in, both within the early years setting and outside, e.g. family environment.
<b>EP</b>	Educational psychologist. Completes a specialist assessment of learning difficulties, providing specific advice on teaching and management strategies and behaviour management.

<b>EPPE</b>	The effective provision of pre-school education. A longitudinal study which investigates the development of children between the ages of 3 to 7 years old and the impact individual and family characteristics have on a child's development.
<b>Equality</b>	The premise that every member of a society or group should be treated fairly and equally.
<b>Equality Act 2010</b>	Under this legislation it is illegal to discriminate on the basis of nine protected characteristics: race, religion, age, sex, disability, marriage/civil partnership, pregnancy/maternity, gender reassignment and sexual orientation.
<b>Equality of access</b>	Ensuring that discriminatory barriers to access are removed and allowance for children and young people's individual needs.
<b>Equality policy</b>	This outlines how equality is promoted within the setting.
<b>Equilibrium</b>	The child's experiences fit the original schema the child created and everything is balanced.
<b>Ethics</b>	The moral principles governing a person's behaviour. When carrying out observations and assessments children should not be harmed in any way. Observations should not cause the child stress or be conducted when a child is upset or uncomfortable.
<b>Ethnicity</b>	Refers to the social group a child belongs to which has a common or cultural tradition, identity and history, e.g. Pakistani, Chinese, Arab, Scottish, Indian. Ethnic groups are distinguishable from another by their skin colour, nationality, religion, language, or shared cultural traditions.
<b>Ethos</b>	The spirit of the school in terms of its culture and aspirations.
<b>Evaluation</b>	Identifying the strengths and weaknesses of your practice, and reflecting how you could undertake tasks differently in future.
<b>Exclusion</b>	Creating barriers to participation and belonging.
<b>Experiences</b>	Personal engagement with life events.
<b>EYFS</b>	Early Years Foundation Stage. The curriculum which sets standards for practitioners to undertake in order to support the learning and development of the children and young people in their learning setting. The standards cover the learning, development and care of children from birth to 5 years old.
<b>EYFS framework</b>	Early Years Foundation Stage framework. A set of legal guidelines outlining the standards expected by the Early Years Foundation Stage for children's learning, development and care.
<b>EYFSP</b>	Early Years Foundation Stage Profile. The EYFSP is an assessment of children's development and learning at the end of the reception year.
<b>EYP</b>	Early years practitioners. Responsible for planning and providing a learning environment that supports the holistic development of every child, appropriate to their interests and developmental stage.

<b>Feedback</b>	Teacher provides feedback to enable each student to improve and progress their learning, identifying areas for stretch and challenge to progress learning and achievement. Students are involved in setting their own targets and thinking about the support they need, in order to achieve their goals.
<b>Fine motor skills</b>	These are developed through the use of smaller muscles that control the toes, wrists, fingers and tongue. They enable the child to do tasks and activities such as using a knife and fork, tie shoelaces and use a paint brush.
<b>Forest school</b>	These adopt a hands-on approach to learning, introducing children to the natural world by teaching them in woodland areas, and developing their confidence and self-esteem first and foremost.
<b>Formative assessment</b>	Day-to-day assessment in which practitioners and any other adults involved in supporting the child observe and assess children's learning and progress on a day-to-day basis. This information is used to plan and inform learning activities and 'next steps' for a child's learning.
<b>Framework</b>	A curriculum framework is an organised plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.
<b>Free play/unstructured play</b>	Children are able to choose what they play with and how they play, with no specific underpinning learning objective.
<b>GDPR</b>	General Data Protection Regulation. This regulation came into force in May 2018. It modernised laws that protect an individual's personal information.
<b>Gender dysphoria</b>	An individual feels that their psychological and emotional identity as male or female is opposite to their biological gender.
<b>Gifted and talented children</b>	A term used by schools to refer to children that have the potential to develop far beyond what is expected of a child their age.
<b>Gloop</b>	A mixture with a unique texture used in sensory activities to learn about the concepts of solid and liquid.
<b>GP</b>	General practitioner. A doctor who provides treatment for common medical conditions in a local area.
<b>Grapheme</b>	A letter or a number of letters that represent a sound (phoneme) in a word.
<b>Grievance policy</b>	A policy that sets out the process and procedures for how to deal with complaints.
<b>Gross motor skills</b>	These are often referred to as skills of movement, as they relate to the movements that require large muscles in the body, such as walking, running and climbing. They also relate to hand-eye coordination skills, such as throwing, catching and kicking. They are important as they support learning and enable the child to take part in playground activities that are key to their social and emotional development. They also form the basis for fine motor skills.

<b>Group learning</b>	Two or more children join together to engage in a learning activity.
<b>Growth</b>	Increase in physical size. This can be measured by height, weight and head circumference.
<b>Growth charts</b>	Used to compare the growth patterns of an individual child with the expected growth pattern for a typical child of the same age.
<b>Hand-eye coordination</b>	The degree of coordination a person has between their eyes and their hands.
<b>Hazard</b>	Something that has the potential to cause harm.
<b>Health visitor</b>	Experienced or qualified registered nurses or midwives that usually work in the community, they carry out physical and developmental checks. Can provide advice and guidance on specific areas, for example, sleep or feeding.
<b>Healthy eating</b>	Consuming a balanced diet to promote overall health.
<b>Holistic</b>	Thinking about the whole of something, and not just dealing with particular aspects.
<b>Holistic development</b>	The development of the whole child, i.e. all areas of their development, such as social, physical, intellectual, communication and emotional.
<b>Holistic education</b>	An approach to education based on the idea that each learner finds their own way and purpose in life through connections to their peers, the natural world and values.
<b>Holistic learning</b>	The idea that different areas of learning can be related and linked and, therefore, help towards the development of the whole child.
<b>Holistic progress</b>	Natural, self-directed learning.
<b>Holophrase</b>	This is a single word which is used to express a complex idea, and is used by children in the prelinguistic stage of development.
<b>Home corner</b>	A child's play area that promotes imaginative play and supports both independent development and group interaction. Encourages imitation of home activities such as cooking, cleaning, playing 'house and families', etc.
<b>Home school</b>	Where a child is educated from their home, rather than being sent to school.
<b>HSE</b>	Health and Safety Executive. A UK government agency primarily responsible for regulating and enforcing health, safety and welfare in schools.
<b>Human Rights Act 1998</b>	An Act that sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law (Equality and Human Rights Commission).
<b>Iconic mode of thinking</b>	Thoughts are developed as mental images, e.g. the child thinks about a dog and is able to visualise one in their head.

- Inclusion** Refers to the state of being included in a group or structure, and aims to embrace every child irrespective of difference. It involves ensuring individuals are provided with equal opportunities of access to learning opportunities.
- Inclusive learning** Describes a range of approaches to teaching that consider the diverse needs and backgrounds of all children, to enable every child access to a supportive and rich learning environment.
- Inclusive practice** A teaching approach that recognises the diversity of the students. It enables everyone in the class to access the course content and fully participate in activities.
- Individual progress tracker** This document is used to track a child's progress from the start of nursery through to 5 years of age when children will complete an EYFSP for transition into Key Stage 1.
- Individual rights** Individual rights are the rights held by individual people. In context of school children, every child also has rights. These are detailed in UNICEF's list 'United Nations Convention on the Rights of the Child (UNCRC)'.
- Informed consent** Understanding the reasons for an action or observation to give (or decline) permission (consent) for the action.
- JIA** Juvenile idiopathic arthritis. The swelling of one or more joints. It most commonly occurs in pre-school age children.
- Job descriptions** Job descriptions outline expected duties and responsibilities.
- Key person** A practitioner who has the responsibility for a group of children, as well as being a point of contact for parents/caregivers. This is a standard set by the Early Years Foundation Stage (EYFS).
- Key Stage 1** Key Stage 1 (KS1) applies to learners in Years 1 and 2. KS1 ends with national tests and teacher assessments in English, maths and science.
- Key Stage 2** Key Stage 2 (KS2) applies to learners in Years 3 to 6. KS2 ends with national tests and teacher assessments in English and maths, and teacher assessments in science.
- Key Stage 3** Key Stage 3 (KS3) applies to learners in Years 7 to 9.
- Key Stage 4** Key Stage 4 (KS4) applies to learners in Years 10 and 11. KS4 ends with learners completing national qualifications (usually GCSEs).
- KS** Key stage. Refers to the four fixed stages of the National Curriculum, each having its own prescribed course of study. At the end of each stage, children are required to complete standard assessment tasks.
- Labelling** Identifying all people with particular characteristics using one word. This is discriminatory as it is not based on facts and fails to recognise difference.
- Language** A recognised system of gestures, signs and symbols used to communicate with others who are using the same system. It is usually structured and follows a series of rules which enable coherent communication.

<b>Learning development</b>	Describes the cognitive development of a child or young person, or the way in which ideas and knowledge about the world are formed and applied.
<b>Learning disability</b>	A reduced intellectual ability and difficulty with everyday activities which affects someone for their whole life (Mencap 2019).
<b>Learning journey</b>	A collection of documents, e.g. observations, children's work, photographs to reflect a child's development across the areas of learning outlined by the EYFS (2017).
<b>Learning objectives</b>	The aims that the lesson sets out to achieve.
<b>Learning strategy</b>	Learning strategies are methods used to support pupils. Examples are being a role model, using the learning environment and employing class rules.
<b>Legislation</b>	Laws are made by the UK government and must be followed across the UK by everyone. If legislation is not followed, there are usually a set of penalties, including fines and even imprisonment.
<b>Life course</b>	The pattern and sequence of events that occur across the life span. There are five key life stages in the life course: infancy, childhood, adolescence, adulthood and old age.
<b>Literacy</b>	The ability to read and write.
<b>Longitudinal studies</b>	Studies that involve long-term observations and gathering of information on the same subjects.
<b>Long-term plan</b>	Long-term plans provide an overall guide for the delivery of lessons across an academic year.
<b>LSCB</b>	Local safeguarding children board. Statutory guidance for agreeing how agencies will co-operate to safeguard and promote the welfare of children.
<b>LSCP</b>	Local safeguarding children partnerships. Formerly local safeguarding children's boards (LSCB). The role of the LSCP is to co-ordinate local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together.
<b>Makaton</b>	A language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in a spoken order.
<b>MARP</b>	Multi-agency referral panels. Consist of a team of local practitioners from varying backgrounds such as social workers, school nurses and psychologists.
<b>Medium-term plan</b>	Plans that contain specific learning activities, and are divided into weeks, reflecting terms and half terms.
<b>Mentor</b>	A more experienced colleague who provides support to new practitioners. This may include conducting observations and providing supportive feedback.

**Mild learning disability** Possess good communication skills, able to engage in discussion and conversation though may struggle to discuss, or understand complex issues. People usually live independently with the support of a personal assistant, or support worker to support them with organisation and completing complex tasks, such as finances and completion of forms.

**MITA** Maximising the Impact of Teaching Assistants. This aims to develop the way that teaching assistants can improve students' outcomes by working in a whole class setting.

**Modelling** An instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.

**Moderate learning disability** People with moderate learning disabilities are able to carry out day to day activities and tasks, though may need prompts to remind them and organise themselves. They are usually able to communicate verbally to make their needs and views known.

**Montessori school** At these schools, learning is self-guided by the children. A variety of activities are offered and the children are free to explore and learn at their own pace. There is a strong focus on individual progress, so children's interests are observed and noted for future assessment activities.

**MRI scan** Magnetic resonance imaging scan. An MRI scan is used to detect things such as brain tumours, brain injury, multiple sclerosis, stroke and dementia.

**Multi-agency working** This term describes a situation where practitioners, professionals and parents work in partnership to support a child, or young person.

**Muscular dystrophy** This refers to a group of diseases which cause the gradual weakening and breakdown of skeletal muscles. The disorders differ in relation to which muscles are affected, when symptoms begin, how quickly the muscles deteriorate, and the degree of the weakness.

**NAHT** The National Association of Head Teachers. The NAHT is a trade union and professional association representing more than 28,500 members in England, Wales and Northern Ireland.

**Nannies** Employed by parents/caregivers in the child's own home, they support children with all aspects of a child's care.

**National curriculum** A set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

**Naturally occurring opportunities** Opportunities that come about, or are encouraged in a child's normal or natural environment.

**NET** National Education Trust. An independent, not-for-profit charity devoted to "positive change in education".

<b>Non-discrimination</b>	Fair and unprejudiced treatment based on race, colour, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation or military status.
<b>Norm (or milestone)</b>	Recognised developmental patterns associated with the child's age.
<b>NOS</b>	National Occupational Standards. The NOS specify standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. NOS, which are approved by UK government regulators, are available for almost every role in every sector in the UK.
<b>NOS STL</b>	National Occupational Standards for Supporting Teaching Learning. The NOS STL outlines the skills and knowledge all Teaching Assistants are expected to demonstrate in their role.
<b>Noun</b>	A word that can be used to refer to a person, animal, place, thing, phenomenon, substance, quality, or idea; one of the basic parts of speech in many languages, including English.
<b>NSPCC</b>	The National Society for the Prevention of Cruelty to Children. The NSPCC is a charity who campaign and work in child protection to keep childhood free from abuse.
<b>Numeracy</b>	The ability to work with numbers, and understand mathematical concepts.
<b>Numerals</b>	A symbol or group of figures that represent a number.
<b>NVC</b>	Non-verbal communication. The transmission of information through visual, auditory, tactile and physical means. For example, facial expressions, tone and pitch of the voice and body language.
<b>Objective</b>	Impartial and unbiased. Not influenced by personal feelings or opinions.
<b>Objectivity</b>	An absence of bias or subjective evaluations, which is achieved by focusing on facts.
<b>Observation</b>	Observations are an essential part of the early years education. Observations allow practitioners to gauge and record how a child is developing and how they can support the child further.
<b>OFSTED</b>	The Office for Standards in Education, Children's Services and Skills. Ofsted inspect and regulate any services which care for children and young people, or provide education.
<b>Ofsted reports</b>	Identify areas of development in schools/colleges. Practitioners can review their own performance to ensure expected standards are met.
<b>Oligoarthritis</b>	A form of juvenile idiopathic arthritis (JIA). It affects about two-thirds of children and young people and most commonly affects one or both knees.
<b>Open body language</b>	Using non-verbal communication to show you are open, interested and approachable.

- OT** Occupational therapist. A health and social care profession, regulated by the Health and Care Professional Council. An OT provides support for both mental and physical health and wellbeing to enable individuals to achieve their full potential.
- Outdoor education** Learning that is organised and takes place outdoors.
- P and E** Playing and exploring. An area of early years foundation stage which focuses on a child's engagement with their environment and how they experience new things through activities and play.
- PACEY** Professional Association for Childcare and Early Years. A charity dedicated to supporting everyone working in childcare and early years to provide high quality care and early learning.
- Participant observation** An observation in which the practitioner participates. For example: a practitioner accompanies a child in the crafting corner and chats to them as they work together to create a collage.
- Participation** Asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services on an ongoing basis.
- Participation bias** Participation of some children in observations and assessments may be restricted due to lack of parental consent. This bias can affect how truly representative they are. Participation bias can be counteracted through reassurance, by informing parents of the purposes of the observation, how this information will be used, why it is important, and how this information will be kept confidential.
- PD** Physical development. The way in which children develop and grow physically, to enable them to engage in behaviours e.g. sitting, standing, walking, skipping and hopping.
- PDP** Personal Development Plans. Plans of action to enable a practitioner to develop and improve their skills to meet a benchmark.
- PE** Physical education. A school subject in which learners participate in physical activities to improve their coordination and fitness.
- PECS** Picture Exchange Communication System. This system allows people with little or no communication ability to communicate using pictures.
- Pedagogy** Describes the theory and practice of providing education, and looks at the way this influences a learner's growth.
- Peer-assessment** Students use standards or criteria to judge the work of their peers. Again, a key benefit of this approach is that it involves the student in identifying good or bad quality work and helps them to apply it to their own work.
- Philosophy** An attitude or approach which focuses on knowledge, values and reason. Philosophy is used as a guiding principle in early years settings when learning through self-guided play.

- Phonics** A method used to teach reading by learning the sounds that groups of letters make when spoken.
- Pikler approach** An approach based on Dr Emmi Pikler's philosophy of childcare. It is based on a respectful relationship between an adult and infant, through choreographed tender care moments, a naturally paced motor development, free self-directed movement and uninterrupted play (Pikler UK Association).
- Play** Describes 'a physical or mental leisure activity that is undertaken purely for enjoyment or amusement and has no other objective'. Oxford English Dictionary [online], 2019
- PLG** Personal Learning Goals. Personalised learning is an approach which involves students in their own learning at every stage. Teachers adjust the learning, teaching style and learning environment to meet the needs of individual students. Personalised learning goals involves the learner in setting their own targets and evaluating their progress.
- PMLD** Profound and multiple learning disabilities. Severe intellectual and multiple disabilities, including vision, hearing and movement impairments. Individuals are likely to experience difficulties with communication and have a poor understanding of the world around them.
- Policy** Helps establish rules and procedures for a certain area; for example, an anti-bully policy focusses on bullying. Together, policies help create a learning environment which is positive, safe and supportive. They should be shared with all pupils, staff and parents.
- Post-compulsory education** Covering students from the age of 16 upwards who take part in further education – this may be higher education (university), adult and/or work-based learning.
- Practice** To give lessons, to carry out an action or to work in a profession.
- Preferences** What is favoured by a young person or child.
- Prejudice** A term used to describe a situation when a negative judgement, or view of a person or group, is made without any consideration for factual basis. Prejudice is dangerous as it forms views and beliefs that are not based on fact yet can have serious and far-reaching consequences for children.
- Preposition** A word such as after, in, to, on, and with. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence.
- Pronoun** A word that replaces a noun in a sentence to avoid repeating the same noun. For example, I, you, him, who, me, my, each other.
- Proprioception** The ability to sense the position and movement of the body, e.g. know when our arm is raised above our head.

<b>PSED</b>	Personal, social and emotional development. PSED supports children to learn how to get on with others, make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.
<b>PSLA</b>	Pre-school Learning Alliance. An early years educational registered charity and voluntary sector provider of childcare.
<b>PTA</b>	Parent Teacher Association. PTAs comprise of parents and teachers who promote and discuss relations and improvements to a school's educational facilities.
<b>Questioning</b>	Teacher questions the student to assess the progression point of the learner.
<b>Race Relations Act 1976</b>	Prevents discrimination on the grounds of a person's race, religion or disability (incorporated in the Equality Act 2010).
<b>Rate of development</b>	The time frame in which a child develops. This is essentially the age at which children and young people demonstrate the expected pattern of development.
<b>Reflecting in action</b>	Involves reflecting whilst actually doing something, for example supporting learners with a learning activity.
<b>Reflecting on action</b>	Involves reflecting after supporting learners with a learning activity.
<b>Reflective practice</b>	The process of reflecting on work practice, to identify both positive and areas for development.
<b>Regulations</b>	Rules that are established by government and are designed to control the way activities are carried out.
<b>Resilience</b>	The capacity to recover quickly from difficulties; toughness.
<b>Resource</b>	Provides the scaffolding for pupils to develop their learning. Examples are paper, pens, software and writing materials.
<b>Responsibilities</b>	Something a practitioner is responsible for, i.e. takes ownership of.
<b>RIDDOR</b>	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. RIDDOR requires some serious work-related accidents to be reported to the Health and Safety Executive (HSE).
<b>Rights</b>	A moral or legal entitlement to have or do something.
<b>Risk</b>	The likelihood a hazard will cause harm.
<b>Risk assessments</b>	The identification of hazards in a setting to assess the risk to children or young people.
<b>RSBC</b>	Royal Society for Blind Children. A charity that supports blind children and young people and offers guidance and information to families on how to deal with sight loss.

- Safeguarding** The action taken to promote the welfare of children and protect them from abuse and maltreatment. To protect the health, well-being and human rights of individuals, which allow people (especially children, young people and vulnerable adults) to live free from abuse, harm and neglect.
- SBNI** Safeguarding Board for Northern Ireland.
- Scaffolding** Techniques such as modelling, working with the child, or encouraging a child to demonstrate a concept. This is effective as it allows a child opportunities to practice whilst being supported by an adult.
- Schema** A cognitive framework or concept that helps organise and interpret information.
- Schemas** A pattern of repeated actions that help children organise and interpret information and aids cognitive development.
- School Leadership Team** School-based group of parents and staff. The team determines the structure for school-based planning and sharing decision-making.
- Scientific studies** Observation of children as they develop, taking measurements to indicate brain development. This can include using brain imaging equipment, e.g. magnetic resonance imaging (MRI) scans to identify changes to the brain.
- Selective Mutism** A condition which prevents the affected individual from speaking in specific situations. Children or young people with selective mutism may be unable to speak in some or most situations, e.g. at school. A child who experiences this condition is often very shy or has an anxiety disorder. Usually, there are no physical issues.
- Self-assessment** Students are involved in identifying which standards or criteria apply to their work and then make judgements about how well their work meets the required standards. It involves the student in determining what is classed as 'good' work.
- Self-concept** The overall knowledge a person has of themselves, which is based on their own ideas as well as the responses of others.
- Self-confidence** To be secure in yourself and your abilities.
- Self-esteem** Reflects an individual's overall subjective emotional evaluation of their own worth.
- Self-guided learning** Learning on your own without the aid or help of a teacher or instructor.
- SEN** Special educational needs. This term is used when a child or young person has a learning difficulty/disability, which requires a special educational provision to be made.
- SEN policy** This outlines how children with identified special educational needs will be supported in the setting.

<b>SENCO</b>	Special Educational Needs Co-ordinator. The teacher or person responsible for assessing the learning requirements and progress of children with special needs.
<b>SEND</b>	Special educational needs and disability. A child or young person who has greater difficulty learning than others of the same age, or has a disability which prevents them from utilising educational facilities provided for others of the same age.
<b>SENDA</b>	Special Educational Needs and Disability Act 2001. Established legal rights for disabled pupils. Unlawful to treat a pupil less favourably because of a disability.
<b>Sensory development</b>	The development of children's senses (touch, sight, hearing, taste, smell and movement), body awareness (proprioception) and balance (vestibular).
<b>Sequence of development</b>	The pattern a child follows in their development.
<b>Severe learning disability</b>	Likely to require a high level of support, limited understanding of day to day tasks, consequently requiring high levels of support to complete daily tasks. Also likely to experience severe communication difficulties, though are able to communicate using simple words with gestures to convey meaning.
<b>Short-term plan</b>	Plans that cover weekly lesson delivery on a daily basis. They contain specific learning activities that the teacher will use to facilitate learning.
<b>Significant event</b>	These are events in a child's life which are very important. They can be positive or negative.
<b>SLC</b>	Speech, language and communication. These skills are essential to children's development. They impact on a child's health, wellbeing, educational progress and their employability beyond school.
<b>SLCN</b>	Speech, language and communication needs. If a child or young person experiences difficulties with any aspect of speech, language or communicating, they will require additional support. Children and young people with SLCN may experience difficulties expressing themselves, forming words, constructing cohesive sentences, and may be unable to process or understand communication.
<b>SLT</b>	Speech and language therapists. They work with children who have difficulties with speech, language and communication or with eating, drinking and swallowing. They are allied health professionals and work with parents, caregivers and other professionals, such as teachers, nurses, occupational therapists and doctors.
<b>Small world play</b>	A child creating a scenario or environment, either based on real life or their imagination, using miniature items such as furniture or farm animals to play with.
<b>SMART</b>	An acronym to set effective goals. Goals should be Specific, Measurable, Achievable, Relevant and Time-bound.

<b>Social development</b>	Similar to emotional development, this outlines how children and young people engage socially, and how they learn about and perceive their position in the world.
<b>Social inclusion</b>	Enabling all members of society to be part of society, and to feel valued and important. This can involve changing practice and approaches to enable previously excluded groups to be included. It promotes the value of everyone to be able to live with an equal quality of life, e.g. accessing public transport, enabling access to information and advice around sexual relationships and health, identifying opportunities for employment and voluntary work.
<b>Social withdrawal</b>	Avoiding social situations or other social activities that you would usually enjoy.
<b>Socialisation</b>	Children develop their personal identity and learn behaviours that are acceptable to society.
<b>Socioeconomic</b>	The social status of someone based on their income level and education.
<b>Sociogram</b>	A graph database showing the connections between individuals in a group to gather a picture of their social network.
<b>SPAG</b>	The English grammar, punctuation and spelling test (informally known as the SPAG test) was introduced in May 2013 as part of the KS2 SATs programme for year 6 pupils, replacing the previous English writing test.
<b>Special educational needs and disability (SEND) code of practice</b>	The Children and Families Act (2014) reformed legislation relating to children and young people with SEND. The SEND code of practice, is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
<b>Special schools</b>	This term is used to describe schools designed to support children with special needs, such as learning disability or complex behavioural needs. There are different types of special schools and they usually offer a higher staff to student ratio to accommodate the needs of children, including specialist professionals such as educational psychologists, speech and language therapists and occupational therapists.
<b>Speech</b>	Verbal communication, comprising of sounds that make up words and sentences forming a language with which to communicate with others. Using the ability to form sounds, requiring the coordination of the mouth, tongue, teeth, lips and vocal cords.
<b>Speech therapy</b>	Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.
<b>Spontaneous observation</b>	An unplanned observation which the practitioner notices. An example: Practitioner notices a child who usually struggles to get ready to play outside successfully tying their shoelaces.

<b>SST</b>	Sustained shared thinking. A process in which two or more individuals work together to solve a problem, understand a concept/idea, clarify a concept or extend a narrative. Both the adult and child must be involved in developing and extending thinking or understanding a concept or idea. Learning experiences incorporating sustained shared thinking can be achieved from 0 - 5 years of age.
<b>Staff handbooks</b>	Staff handbooks provide information about ethos and values, enabling practitioners to evaluate their conduct against these standards.
<b>Starting point assessment</b>	When a child enters a setting, practitioners are likely to complete a 'starting point' assessment. This type of assessment provides an overview of a child's learning and development points.
<b>Starting points</b>	What a child can do when they enter the early years setting.
<b>Steiner school</b>	Steiner schools focus on developing the child as a whole, believing that each individual should develop their own self-identity before their academic career. Rather than exclusively honing intellectual skills, Steiner schools focus on the child's physical, emotional and spiritual development equally, alongside their academic progress.
<b>Steiner Waldorf</b>	An approach developed by Rudolf Steiner, which focused on the holistic development of children, with an emphasis on developing natural creative inclinations and allowing children to develop their self-identity first and foremost through interactions carried out in daily life.
<b>Stereotyping</b>	An over-generalisation of a group of people, which is usually derogatory, perpetuating discrimination.
<b>Structured opportunities</b>	These refer to approaches that are specifically geared to helping children and young people through transitions by enabling them to explore the impact of transitions on their lives. Examples are visits, circle time, books, stories, resource packs and role play.
<b>Stuttering</b>	A speech disorder which is characterised by an individual involuntarily repeating and prolongating sounds.
<b>Subjectivity</b>	How someone's judgement is shaped by their own personal views and values, rather than based on fact.
<b>Summative assessment</b>	These assessments are conducted at the end of a teaching period and enable practitioners to confirm the progress point of each learner at the end of each school year. They are usually completed as part of a formal report, which is shared with parents/caregivers and the child's KS1 teachers.
<b>Sustained thinking</b>	The result of two or more individuals (adults and children) working together in an intellectual way to solve a problem, clarify a concept or evaluate activities.
<b>SWOT</b>	An analysis of strengths, weaknesses, opportunities and threats. This tool can be used by practitioners to evaluate internal strengths and weaknesses, as well as external opportunities and threats.

<b>Symbolic mode of thinking</b>	Language is used to support thinking.
<b>Synthetic phonics</b>	Synthetic phonics is a way of teaching children to read. It involves blending sounds together to create words. Words are broken up into units of sound, referred to as phonemes.
<b>The Childcare Act 2006</b>	This act sets in legislation some of the key commitments of local authorities and the Government. The Act also introduces the education and care framework (EYFS).
<b>Thyroid</b>	A gland in the neck which secretes hormones regulating growth and development.
<b>Toe-to-toe</b>	Builds on learning by rote and reinforcing words to support children with special education needs to read.
<b>Tourette's syndrome</b>	This is a condition that causes a person to make involuntary sounds and movements, which are called tics.
<b>Tracked observation</b>	An observation in which the practitioner guides the children through an activity or task. An example: a practitioner chooses a few children and guides them through a storytelling activity, in which everyone plays a role. The children's development should be recorded and logged in accordance with the EYFS seven areas of learning, to provide an overview of children's progress and any areas where developmental milestones have not been reached.
<b>Transition</b>	Describes the changes children experience as they develop, including developmental milestones and transitions to different education stages. Transitions can also be unexpected, such as changes to living arrangements and family structures.
<b>Truancy</b>	Being absent from school without a good reason.
<b>UDL</b>	Universal design for learning. It is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
<b>UK Public Disclosure Interest Act 1998</b>	An Act that protects individuals who disclosure information that is in the public interest i.e. whistleblowers.
<b>UNCRC</b>	The UN Convention on the Rights of the Child. This is a legally-binding international agreement that sets out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.
<b>UNISON</b>	One of the UK's largest trade unions, with 1.3 million members. It represents staff who provide public services in the public and private sector.
<b>UTW</b>	Understanding the World. One of the seven areas of the early years foundation stage and reflects a child learning to interact with others and their environment.
<b>Values</b>	Something that someone deems important.

<b>Verb</b>	A word that indicates an action, event, or state. For example, "I walked to the park", "walked" is a verb.
<b>Verbal communication</b>	Communicating by speaking. Aspects of speech include tone of voice, accent, pace of speech and spoken language.
<b>Vestibular system</b>	The vestibular system relates to parts of the inner ear and brain that process sensory information, i.e. balance and eye movements.
<b>Welfare</b>	Provided with the resources required for health, happiness and development.
<b>Whistleblowing</b>	Refers to an individual reporting suspected misconduct, illegal acts or unethical behaviour.
<b>Working in partnership</b>	This describes the close partnership that the school needs to have with parents or external professionals. The partnership has the child's interests at heart and is when ideas or information regarding the child is shared. For example, a practitioner may share resources with the parents to use at home, ensuring that the child's learning and development continues at home.
<b>Working Together to Safeguard Children (DfE, 2018)</b>	Statutory guidance that sets out what organisations and agencies that have functions relating to children, must do to safeguard and promote the welfare of all children and young people under the age of 18.
<b>Young person</b>	A person between the ages of 18 and 25 years old.
<b>ZPD</b>	Zone of proximal development. A concept developed by Lev Vygotsky to describe the difference between what a learner can do on their own and areas in which they will need additional support and guidance in order to achieve.