

Abbreviations  
relating to  
educational  
inclusion in  
England

Compiled by  
David R. Wilson

# Table of Contents

A.....	3
B.....	5
C.....	6
D.....	8
E.....	9
F.....	11
G.....	12
H.....	13
I.....	14
J.....	15
K.....	16
L.....	17
M.....	18
N.....	19
O.....	20
P.....	21
Q.....	23
R.....	24
S.....	25
T.....	28
U.....	29
V.....	30
W.....	31
Y.....	32

# **A**

<b>AAC</b>	Alternative Augmented Communication
<b>ABC</b>	Antecedent-Behaviour-Consequence
<b>ABE</b>	Adult Basic Education
<b>ACE</b>	Aiding Communication in Education
<b>ACPC</b>	Area Child Protection Committee
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADO</b>	Adult Dyslexia Organisation
<b>ADS</b>	Adult Dyslexia Support
<b>AEN</b>	Additional Educational Needs
<b>AFASIC</b>	Association for All Speech Impaired Children
<b>AfL</b>	Assessment for Learning
<b>AGD</b>	Advisory Group on Disability
<b>AGT</b>	Able, Gifted and Talented
<b>AIM</b>	Autism in Mind
<b>ALD</b>	Adults with Learning Difficulties
<b>ALL</b>	Accreditation for Life and Living
<b>ALS</b>	Additional Learning Support
<b>ALS</b>	Additional Literacy Support
<b>AoL</b>	Assessment of Learning
<b>APD</b>	Auditory Processing Disorder
<b>ARB</b>	Area Resource Base
<b>ARB</b>	Autistic Resource Base
<b>ARC</b>	Annual Review Cycle
<b>ARM</b>	Annual Review Meeting
<b>ASD</b>	Autistic Spectrum Disorder
<b>ASDAN</b>	Award Scheme Development And Accreditation Network
<b>AST</b>	Advanced Skills Teacher
<b>AT</b>	Attainment Target

<b>AtW</b>	Access to Work
<b>AUT</b>	Autistic Spectrum Disorder
<b>AWCEBD</b>	Association of Workers for Children with Emotional and Behavioural Difficulties
<b>AWPU</b>	Age Weighted Pupil Unit

## **B**

<b>BAS</b>	British Ability Scales
<b>BASIL</b>	Basic Skills for Inclusive Learning
<b>BATOD</b>	British Association of Teachers of the Deaf
<b>BDA</b>	British Dyslexia Association
<b>BeCo</b>	Behaviour Coordinator
<b>BECTa</b>	British Educational Communications & Technology Agency
<b>BESD</b>	Behavioural, Emotional and Social Difficulties
<b>BEST</b>	Behaviour Education Support Team
<b>BILD</b>	British Institute of Learning Disabilities
<b>BIP</b>	Behaviour Improvement Programme
<b>BIT</b>	Behavioural Inattention Test
<b>BJSE</b>	British Journal of Special Education
<b>BME</b>	Black and Minority Ethnic
<b>BPS</b>	British Psychological Society
<b>BPVS</b>	British Picture Vocabulary Scale
<b>BSA</b>	Basic Skills Agency
<b>BSF</b>	Building Schools for the Future
<b>BSL</b>	British Sign Language
<b>BSP</b>	Behaviour Support Plan
<b>BSQM</b>	Basic Skills Quality Mark
<b>BST</b>	Behaviour Support Team

## **C**

<b>C&amp;FS</b>	Child & Family Service
<b>C&amp;G</b>	City and Guilds
<b>CA</b>	Classroom Assistant
<b>CAF</b>	Common Assessment Framework
<b>CAL</b>	Cognitive and Learning
<b>CAMH</b>	Community & Adolescent Mental Health Service
<b>CAP</b>	Communication Aids Project
<b>CAST</b>	Childhood Asperger Syndrome Test
<b>CATs</b>	Cognitive Ability Tests
<b>CDC</b>	Child Development Centre
<b>CDC</b>	Council for Disabled Children
<b>CFCS</b>	Child and Family Consultation Service
<b>CHEN</b>	Children with Mental Health and Educational Needs
<b>CiC</b>	Children in Care
<b>CiN</b>	Children in Need
<b>CLA</b>	Children Looked After
<b>CLD</b>	Complex Learning Difficulties
<b>CMS</b>	Children's Memory Scale
<b>COG</b>	Cognitive Exceptional
<b>CoP</b>	Code of Practice
<b>CP</b>	Cerebral Palsy
<b>CP</b>	Child Protection
<b>CPA</b>	Child Protection Agency
<b>CPD</b>	Continuing Professional Development
<b>CPC</b>	Children in Public Care
<b>CPR</b>	Child Protection Register
<b>CRE</b>	Commission for Racial Equality
<b>CReSTeD</b>	Council for the Registration of Schools Teaching Dyslexic Pupils

<b>CRISP</b>	Criteria for Special Provision
<b>CSIE</b>	Centre for Studies on Inclusive Education
<b>CVC</b>	Consonant Vowel Consonant
<b>CXS</b>	Connexions Service
<b>CYPSP</b>	Children and Young People Strategic Partnership
<b>CYPU</b>	Children and Young People's Unit

## **D**

<b>DA</b>	Dyslexia Action
<b>DAMP</b>	Deficit in Attention, Motor Processing and Perception
<b>DAP</b>	Disability Action Plan
<b>DAST</b>	Dyslexia Adult Screening Test
<b>DCCAP</b>	Deaf Children's Communication Aids Provision
<b>DCSF</b>	Department for Children, Schools and Families
<b>DDA</b>	Disability Discrimination Act
<b>DED</b>	Disability Equality Duty
<b>DEE</b>	Disability Equality in Education
<b>DfES</b>	Department for Education & Skills
<b>DI</b>	Dyslexia Institute (now Dyslexia Action)
<b>DLO</b>	Disability Liaison Officer
<b>DPAU</b>	Disability Policy Advisory Unit
<b>DRC</b>	Disability Rights Commission
<b>DRCA</b>	Disability Rights Commission Act
<b>DRTF</b>	Disability Rights Task Force
<b>DS</b>	Down Syndrome
<b>DSA</b>	Disabled Student's Allowance
<b>DSD</b>	Developmental Co-ordination Disorder (Dyspraxia)
<b>DSP</b>	Designated Special Provision
<b>DST</b>	Dyslexia Screening Test
<b>DT</b>	Design and Technology

# E

<b>EAL</b>	English as an Additional Language
<b>EAZ</b>	Education Action Zone
<b>EBD</b>	Emotional and Behavioural Difficulties
<b>EBP</b>	Education Business Partnership
<b>ECM</b>	Every Child Matters
<b>EMPSU</b>	Ethnic Minority Pupil Support Unit
<b>ECYPPC</b>	Education of Children and Young People in Public Care
<b>EDC</b>	Equality and Diversity Committee
<b>EFL</b>	English as a Foreign Language
<b>EiC</b>	Excellence in Cities
<b>ELG</b>	Early Learning Goal
<b>ELS</b>	Early Literacy Support
<b>EMAG</b>	Ethnic Minority Achievement Grant
<b>EMAS</b>	Ethnic Minority Achievement Service
<b>EMS</b>	Education Management System
<b>EMTAG</b>	Ethnic Minority and Traveller Achievement Grant
<b>EO</b>	Equal Opportunities
<b>EOC</b>	Equal Opportunities Commission
<b>EOTAS</b>	Education Other(wise) Than At School
<b>EP</b>	Educational Psychologist
<b>EPF</b>	Earmarked Pupil Funding
<b>EPS</b>	Educational Psychology Service
<b>ESL</b>	English as a Second Language
<b>ESN</b>	Educationally Subnormal (obsolete)
<b>ESOL</b>	English for Speakers of Other Languages
<b>ESW</b>	Education Social Worker
<b>EWA</b>	Educational Welfare Assistant
<b>EWO</b>	Educational Welfare Officer
<b>EY</b>	Early Years

<b>EYA</b>	Early Years Action
<b>EYAP</b>	Early Years Action Plus
<b>EYCDP</b>	Early Years and Childcare Development Partnership
<b>EYDCP</b>	Early Years Development and Childcare Plan
<b>EYDP</b>	Early Years Development Partnership
<b>EYIDP</b>	Early Years Inclusion Development Programme

# **F**

<b>FAITH</b>	Focusing on Autism in the Home
<b>FE</b>	Further Education
<b>FLS</b>	Further Literacy Support
<b>FS</b>	Foundation Stage
<b>FPLD</b>	Foundation for People with Learning Difficulties
<b>FSM</b>	Free School Meals
<b>FSP</b>	Foundation Stage Profile

## **G**

<b>G &amp; T</b>	Gifted and Talented
<b>GDD</b>	Global Developmental Delay
<b>GLD</b>	General Learning Difficulties
<b>GLD</b>	Generic Learning Difficulty
<b>GLD</b>	Gifted Learning Disabled
<b>GLD</b>	Global Learning Delay
<b>GLD</b>	Global Learning Difficulties
<b>GCSE</b>	General Certificate of Secondary Education
<b>GNVQ</b>	General National Vocational Qualification

# **H**

<b>HD</b>	Huntington's Disease
<b>HD</b>	Hyperactivity Disorder
<b>HE</b>	Higher Education
<b>HEART</b>	Handling Emotions, Aggression and Restraint
<b>HHEPRU</b>	Hospital and Home Education Pupil Referral Unit
<b>HI</b>	Hearing Impairment
<b>HLN</b>	Higher Level Needs
<b>HLTA</b>	Higher Level Teaching Assistants
<b>HoD</b>	Head of Department
<b>HoY</b>	Head of Year
<b>HSA</b>	Home School Agreement
<b>HT</b>	Head Teacher

# I

<b>IAP</b>	Individual Action Plan
<b>IBP</b>	Individual Behaviour Plan
<b>ICT</b>	Information and Communications Technology
<b>IDP</b>	Inclusion Development Programme
<b>IEP</b>	Individual Education Plan
<b>IES</b>	Inclusive Education Service
<b>ILP</b>	Individual Learning Plan
<b>ILS</b>	Integrated Learning System
<b>INSET</b>	In Service Training
<b>IPS</b>	Independent Parental Supporter
<b>IPSEA</b>	Independent Panel for Special Education Advice
<b>IQ</b>	Intelligence Quotient
<b>IQM</b>	Inclusion Quality Mark
<b>ISEY</b>	Inclusion Support Early Years
<b>ISP</b>	Individual Support Plan
<b>IT</b>	Information Technology
<b>ITT</b>	Initial Teacher Training

# **J**

**JCQ**

Joint Council for Qualifications

**K**

**KS**

Key Stage

## **L**

<b>L&amp;C</b>	Language and Communication
<b>LA</b>	Local Authority
<b>LAC</b>	Looked After Child
<b>LADS</b>	Lucid Adult Dyslexia Screening
<b>LAL</b>	Language & Literacy Centre
<b>LASS</b>	Lucid Assessment Systems for Schools
<b>LD</b>	Learning Difficulty
<b>LDD</b>	Learning Difficulties and Disabilities
<b>LEA</b>	Local Education Authority
<b>LLP</b>	Lifelong Learning Plan
<b>LS</b>	Learning Styles
<b>LSA</b>	Learning and Skills Act
<b>LSA</b>	Learning Support Assistant
<b>LSC</b>	Learning and Skills Council
<b>LSCWC</b>	Look-Say-Cover-Write-Check
<b>LSP</b>	Learning Support Practitioner
<b>LSS</b>	Learning Support Service
<b>LSSH</b>	Leicestershire Special Schools Headteachers
<b>LSU</b>	Learning Support Unit
<b>LSW</b>	Learning Support Worker
<b>LTM</b>	Long Term Memory

# **M**

<b>MA</b>	Modern Apprenticeship
<b>MAGT</b>	More able, gifted and talented
<b>MAP</b>	Multi-Agency Planning
<b>MAT</b>	Most Able and Talented
<b>MAT</b>	Multi-Agency Team
<b>MBSS</b>	Medical and Behavioural Support Service
<b>MDA</b>	Mid-day Assistant
<b>MDS</b>	Mid-day Supervisor
<b>MDT</b>	Multi-Disciplinary Team
<b>MECSS</b>	Minority Ethnic Curriculum Support Service
<b>MFL</b>	Modern Foreign Languages
<b>MidYIS</b>	Middle Years Information System
<b>MIN</b>	Meeting Individual Needs
<b>MIS</b>	Management Information System
<b>MLD</b>	Moderate Learning Difficulties
<b>MND</b>	Motor Neurone Disease
<b>MNSI</b>	Multi-needs sensory impairment
<b>MPA</b>	Multi-Professional Assessment
<b>MSA</b>	Midday Supervisory Assistant
<b>MSI</b>	Multisensory Impairment

# **N**

<b>NACE</b>	National Association for Able Children in Education
<b>NAGC</b>	National Association for Gifted Children
<b>NALDIC</b>	National Association for Language Development in the Curriculum
<b>NAS</b>	National Autistic Society
<b>NASEN</b>	National Association for Special Educational Needs
<b>NATECLA</b>	National Association for Teachers of English and Community Languages
<b>NC</b>	National Curriculum
<b>NCB</b>	National Children's Bureau
<b>NERS</b>	National Exclusions Reporting System
<b>NLS</b>	National Literacy Strategy
<b>NLT</b>	National Literacy Trust
<b>NMSS</b>	Non-maintained special school
<b>NNEB</b>	Nursery Nurse
<b>NNS</b>	National Numeracy Strategy
<b>NP</b>	Named Person
<b>NQT</b>	Newly Qualified Teacher
<b>NSSEN</b>	Non-Statemented Special Educational Needs
<b>NTA</b>	Non-Teaching Assistant
<b>NWRSENP</b>	North West Regional Special Educational Needs Partnership

# O

<b>ODD</b>	Oppositional Defiance Disorder
<b>OfSTED</b>	Office for Standards in Education
<b>OSCI</b>	Out of School Childcare Initiatives
<b>OT</b>	Occupational Therapy

# **P**

<b>PA</b>	Personal Adviser
<b>PANDA</b>	Performance and Assessment Data
<b>PAR</b>	Pupils At Risk
<b>PASSIS</b>	Physical and Sensory Impairment Support Services
<b>PAST</b>	Pupils Assessment and Support Team
<b>PAT</b>	Phonological Abilities Test
<b>PAT</b>	Phonological Awareness Training
<b>PATOSS</b>	Professional Association of Teachers of SpLD Students
<b>PCT</b>	Primary Care Trust
<b>PD</b>	Physical Difficulty
<b>PDA</b>	Pathological Demand Avoidance Syndrome
<b>PE</b>	Physical Education
<b>PEACH</b>	Parents for the Early Intervention of Autism in Children
<b>PECS</b>	Picture Exchange Communication System
<b>PEP</b>	Personal Education Plan
<b>PEVP</b>	Panel for Excluded and Vulnerable Pupils
<b>PH</b>	Partial Hearing
<b>PH</b>	Physically Handicapped
<b>PHAB</b>	Phonological Assessment Battery
<b>PHU</b>	Physically Handicapped Unit
<b>PI</b>	Physically Impaired
<b>PIE</b>	Plymouth Inclusive Education
<b>PIO</b>	Pupil Inclusion Officer
<b>PIT</b>	Pupil Inclusion Team
<b>PIVATS</b>	Performance Indicators for Value Added Target Setting
<b>PLASC</b>	Pupil Level Annual Schools Census
<b>PMD</b>	Physical and Medical Difficulties
<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>PNI</b>	Physically and Neurologically Impaired

<b>PoS</b>	Programme of Study
<b>PPS</b>	Parent Partnership Scheme
<b>PPSW</b>	Pupil Parent Support Worker
<b>PRC</b>	Pupil Referral Centre
<b>PREPS</b>	Pre School Educational Psychologist
<b>PRP</b>	Pupil Referral Panel
<b>PRU</b>	Pupil Referral Unit
<b>PS</b>	Partially Sighted
<b>P-Scale</b>	Performance (below NC level 1) Scale
<b>PSD</b>	Personal and Social Development
<b>PSHE</b>	Personal, Social and Health Education
<b>PSI</b>	Physical and Sensory Impairment
<b>PSLD</b>	Physical and Severe Learning Difficulties
<b>PSP</b>	Pastoral Support Programme
<b>PSS</b>	Pupil and School Support
<b>PTSD</b>	Post Traumatic Stress Disorder
<b>PX</b>	Permanent Exclusion

# Q

**QNST**      Quick Neurological Screening Test

# R

<b>RA</b>	Reading Age
<b>RAS</b>	Referral & Assessment Service
<b>RCSLT</b>	Royal College of Speech and Language Therapists
<b>RE</b>	Religious Education
<b>REMA</b>	Race Equality and Minority Achievement
<b>RNIB</b>	Royal National Institute for the Blind
<b>RNID</b>	Royal National Institute for the Deaf
<b>RoA</b>	Record of Achievement

# S

<b>S</b>	Statement (of Special Educational Needs)
<b>S&amp;L</b>	Speech and Language
<b>SA</b>	School Action
<b>SA</b>	Spelling Age
<b>SA</b>	Statutory Assessment
<b>SA</b>	Supervisory Assistant
<b>SA+</b>	School Action Plus
<b>SALT</b>	Speech and Language Therapist
<b>SATs</b>	Standard Assessment Tasks
<b>SCD</b>	Severe Communication Difficulties
<b>SCLD</b>	Social communication and language disorder
<b>SCRIP</b>	South Central Regional Inclusion Partnership
<b>SCS</b>	Special Schools Consultancy Service
<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>SEAL</b>	Special Educational Advice Line
<b>SEAL</b>	Service for English as an Additional Language
<b>SEBD</b>	Social, emotional and behavioural difficulties
<b>SEBDA</b>	Social, Emotional and Behavioural Difficulties Association
<b>SEBS</b>	Social, Emotional and Behavioural Skills
<b>SEF</b>	Self Evaluation Form
<b>SEN</b>	Special Educational Needs
<b>SENATS</b>	SEN Advisory and Teaching Service
<b>SENAWPU</b>	SEN Age Weighted Pupil Unit
<b>SENC<sub>o</sub></b>	Special Educational Needs Coordinator
<b>SEND</b>	Special Educational Needs Database
<b>SENDA</b>	Special Educational Needs and Disability Act
<b>SENDIST</b>	Special Educational Needs and Disability Tribunal
<b>SENIMS</b>	Special Educational Needs in Mainstream Schools

<b>SENIOS</b>	Special Educational Needs in Ordinary Schools
<b>SENISS</b>	Special Educational Needs and Inclusion Support Service
<b>SENJIT</b>	Special Educational Needs Joint Initiative for Training
<b>SENT</b>	Special Educational Needs Tribunal
<b>SENTC</b>	Special Educational Needs Training Consortium
<b>SEP</b>	Senior Educational Psychologist
<b>SEU</b>	Social Exclusion Unit
<b>SERF</b>	Special Education Resource Facility
<b>SERSEN</b>	South East Regional Special Educational Needs Partnership
<b>SEWO</b>	Senior Education Welfare Officer
<b>SfWL</b>	Skills for Working Life
<b>SIMS</b>	Schools Information Management Systems
<b>SIS</b>	Sensory Inclusion Service
<b>SL</b>	Sensory Loss
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SLD</b>	Severe Learning Difficulties
<b>SLDD</b>	Students with Learning Difficulties and Disabilities
<b>SLI</b>	Specific Language Impairment
<b>SLI</b>	Sign Language Interpreter
<b>SLT</b>	Speech and Language Therapist
<b>SLTA</b>	Speech and Language Therapy Assistant
<b>SM</b>	Selective Mutism
<b>SMART</b>	Specific, Measurable, Achievable, Realistic, Timed
<b>SMDS</b>	Schools Multi-Cultural Development Service
<b>SMIRA</b>	Selective Mutism Information and Research Association
<b>SN</b>	Special Needs
<b>SNA</b>	Special Needs Assistant
<b>SNAP</b>	Special Needs Accommodation Panel
<b>SNAP</b>	Special Needs Active Partnership
<b>SNAP</b>	Special Needs Activity Project

<b>SNAP</b>	Special Needs Advisory Project
<b>SNAP</b>	Special Needs Assessment Profile
<b>SNIP</b>	Special Needs Improvement Plan
<b>SNIP</b>	Special Needs Information Press
<b>SNIPS</b>	Special Needs Interest Parents' Support Group
<b>SNSS</b>	Special Needs Support Service
<b>SNST</b>	Special Needs Support Team
<b>SoW</b>	Scheme of Work
<b>SPD</b>	Semantic Pragmatic Disorder
<b>SpLD</b>	Specific Learning Difficulties
<b>SRP</b>	Statement Resources Panel
<b>SS</b>	Special School
<b>SS</b>	Standardised Score
<b>SSA</b>	Special/Senior Support Assistant
<b>SSE</b>	Sign Supported English
<b>SSPD</b>	Sunderland Support for Parents with Disabilities
<b>STA</b>	Specialist Teaching Assistant
<b>STM</b>	Short Term Memory
<b>SULP</b>	Social Use of Language Programme

# **T**

<b>TA</b>	Teaching Assistant
<b>TALENT</b>	Training Adult Literacy, EAL and Numeracy Teachers
<b>TAPS</b>	The Access Project Sunderland
<b>TEFL</b>	Teaching of English as a Foreign Language
<b>TES</b>	Traveller Education Service
<b>TESOL</b>	Teaching English to Speakers of Other Languages
<b>TLR</b>	Teaching and Learning Responsibility
<b>TS</b>	Thinking Skills
<b>TS</b>	Tourette Syndrome

# U

**UDP**

University Disability Plan for Students

# **V**

<b>VAC</b>	Very Able Children
<b>VAK</b>	Visual-Auditory-Kinaesthetic
<b>VAS</b>	Voice activated software
<b>VI</b>	Visual Impairment
<b>VRQ</b>	Verbal Reasoning Quotient

# **W**

<b>WBL</b>	Work Based Learning
<b>WEST</b>	Warrington Educational Support Team
<b>WOND</b>	Wechsler Objective Numerical Dimensions
<b>WORD</b>	Wechsler Objective Reading Dimensions
<b>WRAT</b>	Wide Range Achievement Test

# **Y**

<b>YELLIS</b>	Year Eleven Information System
<b>YIP</b>	Youth Inclusion Programme
<b>YISP</b>	Youth Inclusion and Support Panels
<b>YOT</b>	Youth Offending Team