



School Acronym and Jargon Buster

| Term/ acronym | Description |
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| Academy | Academies are independent state-funded schools. These schools have more freedom over their finances, the curriculum they teach and teachers' pay and conditions. These schools are funded directly by central government rather than by the local authority. Some academies are sponsored and these sponsors can come from a range of backgrounds (businesses, other successful schools, universities, charities and faith bodies). Sponsors are held accountable for improving the performance of their schools. |
| ADD/ADHD | Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder: A condition whereby a child has difficulty in maintaining concentration and is unable to stay on task. |
| AfC | Achieving for Children: a Community Interest Company, not for profit, formed to provide children's services (including education) across Kingston and Richmond |
| AHT | Assistant Headteacher |
| Amanuensis | Supporter who helps pupils with SEN put their thoughts onto paper. |
| AMP | Asset Management Plan: LA plan of school building stock |
| APP | Assessing Pupils' Progress: A structured periodical assessment of skills in Literacy, Numeracy and Science, etc. |
| AR | Annual Review: the review of a EHCP of special educational needs which as LEA must make within 12 months of making the EHCP or, as the case may be, of the previous review. |
| ARBOR | The School Management Information System (MIS) used in Auriga Academy Trust schools. |
| ASD | Autistic Spectrum Disorder: Pupils who may find it difficult to understand and use non-verbal and verbal communication. |
| ASIP | Additional Skills Teacher: An award for excellent teachers who wish to stay class-based. |
| Asperger's syndrome | Pupils on the autism spectrum that are higher functioning. |
| AWPU | Age-Weighted Pupil Unit: the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for state schools. |
| B-Squared | Assessment system |
| Baseline Assessment | An assessment of your child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what your child can do when starting school and helps them to plan lessons and measure progress. Areas covered include language and literacy, maths and personal and social development |
| BDA | The British Dyslexic Association. |
| Behavioural Difficulty | A pattern of unacceptable or inappropriate behaviour, usually occurring in particular situations, which disrupts the education of the child and/or other pupils |
| BESD | Behavioural, Emotional and Social Difficulty: Pupils whose behaviour or social needs present a barrier to learning. |
| BSL | British sign Language. |
| BSP | Behaviour Support Plan: A written plan detailing support arrangements for the education of children with behaviour difficulties. |

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| CAF | Common Assessment Framework: May also refer to Common Application Form for admissions. |
| CAMHS | Children and Adolescent Mental Health Service. |
| Carer | A carer is a person named by a local authority to care for a child for whom the social services department has parental responsibility, i.e. a child who is the subject of a care order and who has been placed in a residential or foster placement. The carer may qualify as a parent for the purposes of the Education Acts because they have care of the child. If so, they will have a role to play in the consideration of a child's special educational needs |
| Case Conference | A formal meeting of professional staff and parents to discuss a particular child |
| CASPA | Comparative and Analysis Special Pupil Attainment. |
| CEO | Chief Executive Officer: The CEO of the Auriga Academy Trust is responsible for delivering the strategic objectives of the Trust. The CEO is also the Accounting Officer for the Trust, and legally responsible for ensuring financial probity within the Trust and for statutory reporting. |
| CF | Cystic Fibrosis. |
| CFR | Consistent Financial Reporting: Financial return required by LAs. |
| CiN | Child in Need: a child is deemed to be 'in need': if he or she is unlikely, or does not have the opportunity, to achieve or maintain a reasonable standard of health or development without provision made by the local authority; or if his or her health and development are likely to be significantly impaired, or further impaired, without the provision of services by the local authority; or if he or she is disabled (Section 17(10), Children Act 1989). |
| CLAPA | Cleft Lip and Palate Association. |
| Classroom Monitor | An electronic Pupil Progress monitoring system |
| CME | Children Missing in Education: LA service identifying children not receiving education. |
| CoMED | Co-ordination for Medical Needs. |
| Cover Supervisor | A Higher Level Teaching Assistant or Unqualified Teacher able to 'act up' to provide short term cover for a teacher's absence. |
| COP | Code of Practice: A guide for schools and LEAs on the practical help they should offer children with SEN. The code must be considered when making any decisions about a child's education. |
| CP | Child Protection. |
| CPD | Continuing Professional Development: Any activity that increases teachers' knowledge or understanding, and their effectiveness in schools. It can help raise teaching and learning standards and improve job satisfaction. CPD is for all teachers, at any stage of their career. |
| CPR | Child Protection Register: in each area covered by a social services department, a central register must be maintained which lists all the children in the area who are considered to be suffering from, or are likely to suffer, significant harm and for which there is a child protection plan. This is not a register of children who have been abused but of children for whom there are currently unresolved child protection issues |
| CSE | Child Safety/ Sexual Exploitation |
| CPS | Common Pay Spine: Starting point for support staff salary scales. |
| DBE | Diocesan Board of Education: Advisory body for the Church of England school in a diocese. |
| DBS | Disclosure and Barring Service: Is an executive non-departmental public body of the home office, it replaced the Independent Safeguarding Authority. |

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| DCD | Development Co-ordination Difficulty: Also known as Dyspraxia |
| DCS | Director of Children Services (in a local Authority). |
| DDA | Disability discrimination Act. |
| Developmental Curriculum | A program for children who need to learn everyday skills, self-care, dressing, etc, and who may spend most of their education working towards the first level of the core school subjects in the national curriculum |
| DFC | Devolved Formula Capital: Monies available for capital improvements in maintained schools. |
| DfE | Department for Education. |
| DH | Deputy Head |
| Differentiated Curriculum | A curriculum that is specially adapted to meet the special educational needs of individual children |
| Disagreement Arrangements | All LEAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have special educational needs, and the LEA or a school. They must include an independent element. They are designed to bring together the different parties in an informal way to seek to resolve the disagreement through discussion. Using these arrangements is voluntary and does not in any way affect a parents right to appeal to the SEN Tribunal. |
| Disapplication | removal or lifting of a program of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these including entire subjects or the entire National Curriculum through relevant regulations |
| DLA | Disability Living Allowance. |
| Dyscalculia | Pupils having difficulty in acquiring mathematical skills. |
| Dyslexia | Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. |
| Dyspraxia | Pupils with impairment of gross and fine motor skills |
| EAL | English as an Additional Language: Term applied to pupils for whom English is not their first language. |
| Early Education Practitioners | All the adults who work with children in early education settings, whatever their qualifications. |
| Early Education Settings | providers in receipt of government funding to deliver early education including – maintained mainstream and special schools, maintained nursery schools, independent schools, non-maintained special schools, local authority day care providers such as day nurseries and family centres, other registered day care providers such as pre-schools, playgroups and private day nurseries, local authority Portage schemes and accredited childminders working as part of an approved National Childminding Association network. |
| Early Learning Goals | Expectations in each of the six areas of learning for most children to reach by the end of the foundation stage. |
| Early Years Action | When the early education practitioner who works day-to-day with the child or the SENCO identify that a child has special educational needs together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An IEP will usually be devised. Early Years Action Plus: when the early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists, so that alternative interventions |

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| | additional or different strategies to those provided for the child through <i>Early Years Action</i> can be put in place. A new IEP will usually be devised |
| Early Years Development and Childcare Partnerships | Every LEA is required to establish an early years development partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans |
| EBD | Emotional and Behavioural Difficulties and Disorders. |
| ECM | Every Child Matters: Previous government's strategy to improve outcomes for children: Five outcomes are: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Governments Green Paper. |
| Educational Psychology Service | The educational psychology service visit schools regularly and contribute to the statutory assessment of pupils. They provide psychological advice in the form of a report based on observations and tests. Educational psychologists (EPs) are trained and have worked as teachers. They should not be confused with psychiatrists who are doctors concerned with mental illness. |
| Education Social Workers | Education social workers (ESWs) work with schools and families to promote good school attendance. ESWs also work with individual children who have behavioural difficulties |
| Education Supervision Order | An order that LEAs, under section 36 of the Children Act 1989, can apply for a child of statutory school age who is not being properly educated to be put under the supervision of the LEA, with the intention of ensuring that he or she receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents |
| EHC Plan | Education and Health Care Plan. |
| ELG | Early Learning Goals: Outlines expectations for children to reach by the end of Foundation Stage. They provide a basis for planning throughout the EYFS. |
| ELG | Executive Leadership Group: A Trust group comprising Executive Heads, Chair, Vice Chair and Finance Officer. The group meets between full Trust Board meetings to drive strategic objectives forward. |
| EMASS | Ethnic Minority Achievement Support Service. |
| EOTAS | Education Other Than At School: e.g. home education |
| EP | Educational Psychologist. |
| ESOL | English for Speakers of Other Language or English as a Second or Other Language. |
| EWO | Educational Welfare Officer: An LA officer concerned with pupil attendance and liaison between pupil, parent, school and LA. (EWS: Educational Welfare Service) |
| EHT | Executive Headteacher: there is no nationally recognised definition for this role, though it usually applies to a Headteacher with strategic responsibilities for more than one school, or for multiple sites. |
| EYFS/ EYFSP | Early Years Foundation Stage/ Profile: Statutory framework for care and education of children from birth to five years of age. Profile is the assessment process. |
| FCM | Financial Committee Meeting. |
| FE | Further Education: Education for those over 16 not at university. |
| FE | Form of Entry: The number of classes in the year group in which pupils enter a school. |
| FEG | Further Education Group. |

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| FFT | Fischer Family Trust: An educational charity best known for providing analyses and data, which help the LAs and school use data more effectively. |
| FGB | Full Governing Body. |
| FOSS | Friends of Strathmore School. |
| Foundation Stage | The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in year 1, when programmes of study for key stage 1 are taught |
| FPW | Family Partnership Worker: each school within the Auriga Academy Trust has an appointed family partnership worker whose role is to support families. FPW's may also represent the school at some safeguarding meetings. |
| FSM | Free School Meal. |
| FSW | Family Support Worker: a social care post |
| FTE | Full-time Equivalent: An indication of the school's staffing, including full-time and part-time staff expressed in terms of full-time teaching posts: may apply, also, to full-time and part-time pupils, especially those in a nursery school or class. |
| GB | Governing Body |
| G & T | Gifted and Talented. |
| GNVQ | General National Vocational Qualification. |
| Group Education Plan | Where pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than IEPs for each child. |
| HE | Higher Education. |
| HI | Hearing Impaired. |
| HLTA | Higher Level Teaching Assistant. |
| HMCI | Her Majesty's Chef Inspector: Chef officer of the Inspectorate for schools. |
| HMI | Her Majesty's Inspector: An inspector for schools. |
| HOD/ HOY | Head of Department/Head of Year. |
| HoC | Head of Centre: Member of the Senior Leadership Team with responsibility for the day to day running of a site within the school. |
| HoS | Head of School: Member of the Senior Leadership Team with responsibility for the day to day running of a site within the school. |
| HT | Headteacher |
| HRA | Human Rights Act 1998. |
| IAP | Independent Appeal Panel: Body set up by the Governing Body/ Academy Trust to hear admission appeals. |
| IBP | Individual Behaviour Plan |
| ICT | Information and Communication Technology. |
| IEP | Individual Education Plan: Plan tailored to the educational needs of a pupil |
| IIAS | Impartial information and Support Service A statutory independent service to be commissioned by AfC to provide a comprehensive package of information, advice, support, advocacy and signposting to parents and carers and also young people about matters relating to SEN, disabilities health and social care including the new EHCPs following the introduction of the new |

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| | Children and Families Act. Current plans envisage the service being up and running from April 2015 |
| Inclusion | School provides flexible curriculum and increased capacity to meet the needs of the pupils. |
| Independent Parental Supporter | A person to whom all parents should have access, if they so wish. The Independent Parental Supporter must be someone who can support parents for example by attending meetings, encouraging parental participation, and helping the parent understand the SEN framework. Independent means someone independent of the decision making process that determines the type and level of support for a child with special educational needs. Independent Parental Supporters will often be someone from a voluntary organisation, a parent partnership service, another parent or a friend |
| Independent School | A school that is not maintained by a local education authority and is registered under section 464 of the Education Act 1996, sometimes called a 'private school'. Section 347 of the Education Act 1996 sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHCPs of special educational needs |
| INSET | In-Service Education and Training: Usually applied to training for members of staff. All maintained schools must provide at least 5 days of INSET training annually. |
| IPS | Individual Progress Selection. |
| IRP | Independent Review Panel: Body set up by LA or Academy trust to review permanent exclusions. |
| ISR | Individual School Range: Used to calculate salaries of senior staff. |
| Integration | Where a child fits into existing school provision and curriculum. |
| KPI | Key Performance Indicators. |
| KS | Key Stage: Description of syllabus for pupils at different stages of schooling: KS1 –pupils aged 5-7 KS2- pupils aged 7-11 KS3 – pupils aged 11-14 KS4 – pupils ages 14- 16 KS5 (Post 16) – pupils aged 18-18 |
| LA | Local Authority. |
| LAC | Looked After Children: Children in the care of the Local Authority or by foster parents (also referred to CLA: children looked After). We also now refer to pupils who have been previously looked after (PLAC) |
| LADO | Local Authority Designated Officer A key safeguarding post within children's services providing advice and guidance in all cases where there are allegations or concerns about abuse against children |
| LD | Learning Difficulty. |
| LDD | Learning Difficulties and Disabilities. |
| LEA | Local Education Authority: The LEA is responsible for educational provision in its area. |
| Learning Mentors | School staff who work with teaching and pastoral staff to assess, identify and work with those pupils who need extra help to overcome barriers to learning inside and outside school. They are a single point of contact for accessing specialist support services, such as the Social Services etc. |
| LGB | Local Governing Body (or Board) |
| LSA/LST | Learning Support Assistant/ Learning Support Teacher. |
| LSCB | Local Children's Safeguarding Board |

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| MAAP | Mapping and Assessing Personal Progress |
| Maintained School | Schools maintained by a local education authority – any community, foundation, voluntary schools, community special and foundation special schools, sometimes called a ‘State school’ |
| Makaton | A nationally recognised signing system for pupils who have cognitive difficulties and delayed verbal communication. Makaton is used with speech to reinforce communication. |
| MAT | Multi Academy Trust |
| MALT | Mathematics Assessment for Learning and Teaching – A standardized Maths assessment |
| MD | Muscular Dystrophy. |
| Members | A legal entity made up of five individuals who meet annually to hold the Trust Board to account. The members are also legally responsible for the appointment of Trustees. |
| MFL | Modern Foreign Languages. |
| MLD | Moderate Learning Difficulties. |
| MPS | Main Pay Scale. |
| MSI | Multi-Sensory Impairment. |
| NAHT | National Association of Headteachers |
| Named LEA Officer | The person from the LEA who liaises with parents over all the arrangements relating to statutory assessment and the making of a EHCP. LEAs must inform parents of the identity of the Named Officer when they issue a notice of a proposal to make a statutory assessment of a child. |
| Named Officer | An officer of the LEA who can give you information and help about your child’s education. |
| NASUWT | National Association of Schoolmasters Union of Women Teachers |
| NASEN | National Association for Special Education Needs. |
| NCTL | National College for Teaching and Leadership. |
| NEET | Not in Education, Employment or Training |
| NEU | National Education Union: a merger of the former ATL and NUT unions |
| NGfL | National Grid for Learning: Gateway to educational resources on the internet. |
| NLG | National Leader of Governance: Experienced school governors appointed by the National College of Leadership and Governance to provide advice and support to governing bodies and their chairs. |
| Non-Maintained Special School | Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts |
| NPQH | National Professional Qualification for Headship |
| NQT | Newly Qualified Teacher. |
| NUT | National Union of Teachers. (now part of the National Education Union) |
| NVQ | National Vocational Qualification |
| OFSTED | Office for Standards in Education: Coordinating body for the inspection of schools. |
| OHU | Occupational Health Unit. |
| OT | Occupational Therapy. |
| OTT | Overseas Trained Teacher. |

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| P Scales / P levels | Performance descriptor: A common basis for measuring the progress of pupils working up to level 1 in all subjects. P scales are no longer used nationally, but can still provide a useful descriptor of attainment below the National Curriculum levels/stages |
| PAC | Pupil Achievement Committee. |
| PD | Physical Disability. |
| PEEP | Personal Emergency Evacuation Plan: A personalised plan to ensure the safe evacuation of the school for pupils with particularly complex needs. |
| PGCE | Post Graduate Certificate in Education: Teaching qualification for those with a degree |
| PHPs | |
| PSH(C)E | Personal, Social, Health (and Citizenship) Education. |
| PLSA | Peripatetic Learning Support Service |
| PM | Performance Management: Process of evaluation of individual performance at work. The performance management of teachers is referred to as appraisal which is required annually and determines pay progression. |
| PMLD | Profound and Multiple Learning Difficulties. |
| Portage | Home-based pre-school education for children with developmental delay, disabilities or any other special needs. |
| PPA | Preparation, Planning and Assessment. Every teachers timetable has to have 10% of the time built in specifically for planning, preparation and assessment by statute |
| PPG | Pupil Premium Grant Additional money given to schools for each pupil registered for Free School Meals to be spent in 'narrowing the gap' in achievement and access typically suffered by this disadvantaged group of pupils |
| PPS | Parent Partnership Service. |
| PRP | Performance Related Pay. |
| PRU | Pupil Referral Unit. A unit established and maintained by an LA to provide education for pupils who would not otherwise receive suitable education because of exclusion or other reasons |
| PSHE | Personal Social and Health Education |
| PSA | Parent Staff Association |
| PSP | Pastoral Support Plan. |
| PTA | Parent-Teachers' Association: Voluntary grouping of parents and staff to support the school. |
| PTR | Pupil Teacher Ratio: Ratio describing the number of pupils per teacher. |
| QTS | Qualified Teacher Status. |
| RAISE | Reporting and Analysis for Improvement through School self-Evaluation: Provides interactive analysis of schools and pupil performance data. It replaces the OFSTED Performance and Assessment (PANDA) and the Pupil Achievement Tracker (PAT) |
| RE | Religious Education. |
| Responsible Person | The head teacher or the appropriate governor, that is the chairman of the governing body unless the governing body have designated another governor for the purpose. In the case of a nursery school, the responsible person is the head teacher. The LEA must inform the responsible person when they conclude that a pupil at a school has SEN. The responsible person must then ensure that all those who will teach the child know about the child's SEN. |
| RNIB | Royal National Institute for the Blind. |

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| RNIC | Royal National Institute for the Deaf and hard of hearing. |
| RSE | Relationships and Sex Education |
| SALT | Speech and Language Therapist. |
| SBAP | School's Behaviour and Attendance Partnership |
| SCERTS | Social Communication, Emotional Regulation and Transactional Support: an evidence based framework with the aim of alleviating some of the core difficulties associated with autism spectrum conditions. |
| School Medical Officer | A doctor who ensures that a child's health is not stopping them from learning. They may do regular check-ups |
| SDP | School Development Plan. |
| SEAL | Social and Emotional Aspects of Learning |
| SEF | Self-Education Form A form for schools to evaluate themselves how they are performing with a summary of the evidence |
| SEMH | Social, Emotional and Mental Health A term describing these particular categories of pupil difficulty and need and replacing BESD |
| SEN | Special Educational Needs A child is defined as having special educational needs (SEN) if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those that schools generally provide for children of the same age in the area. The children who need special educational education are not only those with obvious learning difficulties, such as those who are physically disabled, deaf or blind. They include those whose learning difficulties are less apparent, such as slow learners and emotionally vulnerable children. It is estimated that up to 20% of school children may need special educational help at some stage in their school careers. |
| SENCo | Special Educational Needs Coordinator. |
| SEN Code of practice | Practical guidance to LAs and the governing bodies of all maintained schools. guidance issued by the Government to which all LEAs and maintained schools must pay regard. It sets out models of good practice and describes appropriate ways for schools and others working with children with special educational needs to identify, assess and provide for SEN |
| SEND | Special Educational Needs and Disabilities. |
| SENDIST | Special Educational Needs and Disability Tribunal. |
| SENS | Special Educational Needs Service: A team of specialist teachers who advise schools about teaching children with special educational needs. |
| SEO | Special Educational Needs Officer |
| SFVS | Schools Financial Value Standard: Primarily aimed at governors, to assist in financial management in maintained schools: may be used by academics. |
| SIMS | Schools Information Management System. |
| SIP | School Improvement Plan/ Partner. |
| SLA | Service Level Agreement |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulties. |
| SLEUTH | An electronic behaviour tracking system |
| SLT | Senior Leadership Team. |
| SMSA | School Meals Supervisory Assistant. |

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| SMSC | Spiritual, Moral, Social and Cultural: Development in schools. |
| SPARK | School Performance Alliance Richmond and Kingston A new partnership between AfC and the Richmond and Kingston state schools which now delivers a number of the previously borough based school improvement services through a two tier subscription mechanism. |
| SpLD | Specific Learning Difficulties: A descriptor covering Dyslexia, Dyscalculia and Dyspraxia. |
| SRE | Sex and Relationships Education. (now more usually called RSE, putting relationships first!) |
| SSS | Specialist Support Service. |
| EHCP of Special Needs | a legal document provided to the parents and those who will be working with a child with special educational needs. It is prepared after a formal, statutory assessment and is in five sections, covering the child's personal details, a description of the child's special educational needs, the provision needed to meet those special educational needs, the appropriate school or other placement, the child's non-educational needs and the non-educational provision that is appropriate |
| Statutory Assessment | A detailed examination to determine a child's special educational needs and calculate the special help needed. This may or may not lead to a EHCP of special education needs. |
| STEM Subjects | Science, Technology, Engineering and Maths |
| STPCD | School Teacher's Pay and Conditions Document: Guidance produced annually by the STRB, the recommendations of which schools legally have to adhere to through their pay policies. Academies are able to determine their own pay and pay policies, however, the Auriga Academy Trust has always committed to following the STPCD. |
| STRB | School Teachers Review Body: A group that advises the government on teachers' pay and conditions each year |
| SWLSEP | Southwest London School Effectiveness Partnership a collaborative arrangement among the London boroughs of Kingston, Merton, Richmond, Sutton, Wandsworth and Croydon |
| TA | Teaching Assistant. |
| TASS | Teaching and Support Services: One local authority's provision providing three types of teacher. The pre-school support teachers who work with pre-school children who have more severe or complex needs. The learning support teachers assess and, in some cases directly teach, children with a variety of needs in their own school. The specialist teacher for motor impairment assesses children with physical or co-ordination difficulties and also advises on specialist equipment. |
| TEACCH | Treatment and Education of Autistic and Communication Handicapped Children: An internationally recognised programme specifically relating to the teaching of pupils with ASD. |
| Team Teach | A nationally recognised training programme for staff which teaches de-escalation skills and safe, dignified methods of physical interventions when necessary. All Auriga Academy Trust schools train their staff in Team Teach and the Trust employs a number of Team Teach trainers |
| Temporary Disapplication | A maintained school must provide access to the National Curriculum for all pupils on the school's register including those being taught temporarily at home, in a hospital school or in a pupil referral unit. Where it is impossible or inappropriate to offer these pupils the full National Curriculum, aspects may be dis-applied through a general direction or a special direction if a EHCP is being considered or amended. Head teachers have considerable discretion |

| | over directions for temporary disapplication but should only consider a direction where pupils' present circumstances or conduct mean that they cannot fully participate and benefit from the National Curriculum. Disapplication should be limited to those aspects of the National Curriculum that are inappropriate for the pupil. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TiC | Teacher in Charge. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TLA | Teaching and Learning Assistant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TLR | Teaching and Learning Responsibility Payments: An additional payment to teachers who assume significant additional responsibilities as defined in the school's structure. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transition Plan | A plan devised following the year 9 annual review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trust Board / Board of Trustees | In an Academy, the Trustees are the group legally accountable for school governance. Although there is no requirement for individual schools within a Trust to have separate Governing bodies, the Auriga Academy Trust has chosen to retain Governors and to delegate maximum autonomy to the Local Governing Bodies of each school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UPN | Unique Pupil Number: Number allocated to each pupil, to track progress through the education system. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UPS | Upper Pay Scale (for teachers) experienced, quality teachers who have reached the top of the main pay scale and fulfil the criteria set out in the schools pay policy can apply to move onto this higher pay scale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UQT | Unqualified Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VI | Visually Impaired. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WLSSG | West London Special Schools Governors: A relatively new group that is organising meetings and conferences in West London to provide support and the opportunity to share expertise between Special School governors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year Groups | <table> <thead> <tr> <th>Year</th> <th>Age</th> </tr> </thead> <tbody> <tr> <td colspan="2">Reception 4-5 year olds</td> </tr> <tr> <td colspan="2">Infant</td> </tr> <tr> <td>1</td> <td>5 - 6</td> </tr> <tr> <td>2</td> <td>6 - 7</td> </tr> <tr> <td colspan="2">Junior</td> </tr> <tr> <td>3</td> <td>7 - 8</td> </tr> <tr> <td>4</td> <td>8 - 9</td> </tr> <tr> <td>5</td> <td>9-10</td> </tr> <tr> <td>6</td> <td>10-11</td> </tr> <tr> <td colspan="2">Secondary</td> </tr> <tr> <td>7</td> <td>11-12</td> </tr> <tr> <td>8</td> <td>12-13</td> </tr> <tr> <td>9</td> <td>13-14</td> </tr> <tr> <td>10</td> <td>14-15</td> </tr> <tr> <td>11</td> <td>15-16</td> </tr> <tr> <td>12</td> <td>16-17</td> </tr> <tr> <td>13</td> <td>17-18</td> </tr> </tbody> </table> | Year | Age | Reception 4-5 year olds | | Infant | | 1 | 5 - 6 | 2 | 6 - 7 | Junior | | 3 | 7 - 8 | 4 | 8 - 9 | 5 | 9-10 | 6 | 10-11 | Secondary | | 7 | 11-12 | 8 | 12-13 | 9 | 13-14 | 10 | 14-15 | 11 | 15-16 | 12 | 16-17 | 13 | 17-18 |
| Year | Age | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception 4-5 year olds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Infant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 - 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 6 - 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Junior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 7 - 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 8 - 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 9-10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 10-11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 11-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 12-13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 13-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 14-15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 15-16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 16-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 17-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |