

Glossary of Terms.

Advocacy – Support to help people who find it difficult to communicate their views, especially in relation to statutory and legal services.

Advocate – A person who helps people to communicate their views.

Asperger's syndrome – An autism spectrum disorder. People with Asperger's syndrome usually have fewer difficulties with language than people with autism, and do not have the accompanying learning disabilities that some people with autism have. They are likely to be of average or above average intelligence.

Attention deficit hyperactivity disorder (ADHD) – A developmental disorder that can cause overactive behaviour (hyperactivity), impulsive behaviour and difficulties in concentrating.

Autism spectrum disorder – A developmental disorder characterised by difficulties with social interaction, social communication and rigidity of thinking. It is an umbrella term and covers autism and Asperger's syndrome.

Clinical psychologist – A psychologist who may be involved in the assessment and diagnostic process, and who specialises in looking at behaviour.

Common Assessment Framework (CAF) – A process to ensure that a child's needs are met. The process helps to make decisions about how a child's needs can be met in terms of what families can do and what services need to be provided.

Developmental coordination disorder – A difficulty in coordinating movement, sometimes referred to as dyspraxia.

Disability Living Allowance (DLA) – A benefit for children and adults with a disability. It is made up of a care component and a mobility component.

Dyslexia – A learning difficulty that mainly affects the development of literacy and language-related skills.

Echolalia – Repeating words or phrases spoken by someone else, often with little understanding of what they mean.

Educational psychologist – A psychologist who tackles difficulties encountered by children and young people in education. They carry out a wide range of tasks with the aim of enhancing children's learning and helping teachers to become more aware of the social factors that affect teaching and learning.

Kanner autism – Also sometimes called 'classic autism'. This is an autism spectrum disorder characterised by difficulties in social communication and interaction and rigidity of thinking. People who have Kanner autism often have a delay in developing language and a learning disability.

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Makaton – A form of sign language often used with people who have learning disabilities.

Occupational therapist – A person who looks at a child or adult's ability to function and do the things they need to do in everyday life, such as use cutlery or dress themselves. They also look at sensory processing issues.

Paediatrician – A doctor who specialises in treating children.

Parent Partnership Service – A local service for families of children with additional needs, which provides support and advice about getting the correct support at school.

Picture Exchange Communication System (PECS) – A way of using pictures and symbols to help children who have difficulty communicating with speech.

Portage – A home-visiting educational service for preschool children with additional needs. They work on agreed goals with a child and family.

Social stories – Short descriptions of a particular situation, event or activity, that include specific information about what to expect in that situation and why.

Special education needs coordinator (SENCO) – A member of staff in schools and early years settings who coordinates provision for children with special educational needs. They are sometimes referred to as an inclusion manager.

Special educational needs (SEN) – A legal term used to describe the needs of a child that require extra support at school.

Speech and language therapy (SALT) – A form of therapy to support people who have difficulties with communication. They may work privately or through the NHS.

Statement of special educational needs – A document provided by a local authority, which sets out a child's needs and all the extra help they should get.

Triad of impairments – the three impairments that characterise autism: social communication, social interaction and rigidity of thinking.