

**Surrey Children's Services Glossary and Acronyms**

**A**

**Additional Needs and Disabilities (see also SEND)**

An educational need or disability that requires special education provision in order for the child or your person to be supported.

**ACE**Alternative Complementary Education. ACE is for pupils who can't attend mainstream school for a variety of reasons, such as school exclusion, behaviour issues, short- or long-term illness, school refusal or teenage pregnancy.

**ACEs**Adverse Childhood Experiences

**AD**

Assistant Director

**ADHD**Attention Deficit Hyperactivity Disorder

**ADM**
Alternative Delivery Model

**Adoption**Adoption is a way of providing new families for children who cannot be brought up by their birth parents or within their birth family. The granting of an adoption order transfers all legal responsibility and rights to the adoptive parents. Adoption is a lifelong commitment to the child or children who become a full member of the adoptive family.

**Adoption Order**An adoption order grants complete parental responsibility (in summary, who has the legal right to make decisions about the child and their future) to the child's adoptive parents, and removes it from all others, including the child's birth parents and the local authority. An adoption order cannot be applied for until a child has lived with his or her adoptive parents, continuously, for at least ten weeks in England and Wales - though, in reality, most families have the order granted around nine to 12 months after the child moves in. These time limits are for children placed for adoption by agencies, rather than, for example, long-term foster carers who later decide to apply to adopt the child they are fostering.

**Adoptive Placement**The point at which a child begins to live with prospective adoptive parents; the period before the adoption is finalised.

**AP**Alternative Provision (for children not in mainstream school)
Advanced Practitioner

**APS**

Audit and Practice Standards Service: Part of the Quality Assurance & Performance division.

**ASC**Autistic Spectrum Condition
Adult Social Care

**ASD**Autistic Spectrum Disorder

**ASF**Adoption Support Fund. The Adoption Support Fund has been set up by the Government to pay for therapeutic services including therapeutic parenting training and intensive family interventions. To access the Fund, the local authority is asked do an assessment of adoption support needs. If the assessment shows that therapeutic services would be beneficial, the local authority can make an application to the Fund.

**Asset / AssetPlus**

Youth Justice Assessment Tool

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**B**

**BSL**British Sign Language

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**C**

**CARE ACT 2014**The Care Act requires local authorities to help develop a market that delivers a wide range of sustainable high-quality care and support services that will be available to their communities. In current practice, some authorities may wait until people reach the age of 17½ or even 19 to make an assessment, as situations during these years are often subject to change and they want to avoid performing two assessments. The assessment of young people with a life-threatening or life-limiting condition may not happen until they have reached 18 or 19 years old, if at all. Under the Care Act this will not be routinely acceptable. However, unless a young person or carer is identified early enough and assessed, the authority may be falling short in their duty in relation to 'significant benefit'.

**CAMHS**Child and Adolescent Mental Health Services.

**Carer**A person who provides unpaid support to a partner, family member, friend or neighbour who is ill, struggling or has a disability. This does not include paid carers (care workers), who are included in the definition of staff.

**Care Leavers - Staying Put**From the age of eighteen young people are no longer legally 'in care' or 'looked after' and therefore fostering arrangements and legislation relating to children placed with foster carers no longer applies. In circumstances where a young person remains with their former foster carer/s after their eighteenth birthday, the arrangement becomes a "Staying Put" arrangement. The term 'arrangement' should be used rather than placement; the term 'placement' denotes a situation where the local authority arranged and placed the child with a foster carer. Once the child reaches the age of eighteen and legal adulthood, the local authority is no longer making a placement, but facilitating a "Staying Put" arrangement for the young person.

**Care Leavers - Supported Lodgings**Supported Lodgings look very similar to foster placements but aren't covered by regulation. A young person over the age of 16 lives with a "host" in their home, in the style of a lodger. The host will provide support for the young person, but isn't expected to provide transport, pocket money, clothing etc. The host often helps with providing food or sharing meals with the young person.

**Care Leavers - Supported Accommodation**A type of placement, often in a shared house, with staff on site either 24 hours or on a drop-in basis. The young person must be aged 16 or older. This type of provision may be regulated by the CQC (for adults with complex needs including personal care requirements), but is often unregulated.

**CBT**Cognitive Behaviour Therapy

**CiC - Children in Care (Looked After Children)**A child who is being looked after by their local authority is known as a child in care, looked after child or child looked after.

**C&YP (or CYP)**Children and Young People

**CCG**Clinical Commissioning Group

**CCP**Consultant Community Paediatrician

**CDR**Child Death Review

**CDRP**Child Death Review Partners

**CE**Child Explotation

**CFLLC**

Children, Families, Lifelong Learning and Culture Directorate

**CHC**Continuing Healthcare Check - The National Framework for NHS continuing healthcare and the supporting guidance and tools should be used to determine what ongoing care services people aged 18 years or over should receive from the NHS. The continuing healthcare checklist for funding and free care for those young people who have ongoing complex medical health needs. The CHC process is administered by the CCG.

**CiN**Children in Need (also refers to young people in need) - where there is a probability of entry into the care system or probability that without intervention, it is assessed as more, rather than less likely.

**CLA**

Child Looked After (see LAC also): A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours, in the circumstances set out in sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act

**CLD**Complex Learning Difficulties

**CME**Children Missing from Education

**Contact**Contact between a child and another person or persons including the Child's parents as defined in Section 34 of the Children Act

**Care Plan**All children in care are required to have a Care Plan, which is completed by the social worker prior to or soon after coming into the care of the Council. This sets out how the child or young person's needs are to be met, including care, education and health arrangements. The Care Plan is reviewed via statutory reviews or after a significant change in circumstances such as an unplanned placement move.

**CP**Child Protection

**CPD**Continuous Professional Development

**C-SPA**

Children’s Single Point of Access: The ‘front door’ to children’s services in Surrey. The C-SPA provides residents and people who work with children in Surrey with direct information, advice and guidance about where and how to find the appropriate support for children and families.

**CSA**Childs Sexual Abuse

**CSC**Children's Social Care

**CSE**Child Sexual Exploitation

**CSW**Children's Social Worker

**CWD**

Children with Disabilities (also refers to the SCC Children with Disabilities Service)

**CYP**

Children and Young People

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**D**

**DA**Domestic Abuse

**DBS**

Disclosure and Barring Service: The Disclosure and Barring Service helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. DBS also maintains the adults’ and children’s Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity

**DCS**Director of Children's Services

**DDA**Disability Discrimination Act - Repealed and replaced by the Equality Act 2010

**DfE**Department for Education

**DHO**Designated Health Officer

**DLA**Disability Living Allowance

**DoH**Department of Health

**DSA**Disabled Student Allowance

**DWP**Department for Work and Pensions

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**E**

**Early Intervention**More usually called Early Help

**Early Years**A phrase used to describe the initial years of a child's life

**EET**Education Employment and Training

**EHC**Education, Health and Care

**EHCP**Education, Health and Care Plan. EHCP's replaced Statements for children and young people with additional needs under the Children and Families Act 2014.

**EHE**Elective Home Education

**EHWB**Emotional Health and Wellbeing

**EfC**Employment for carers

**EHM**

The Early Help Module of the Liquidlogic Children’s System: Early Help Information System. Records key information about children and young people.

**EP**Education Psychologist

**EPS**Education Psychology Service

**ESFA**Education Skills Funding Agency

**ESG**Education Service Grant

**EYFS**Early Years Foundation Stage

**EWO**Education Welfare Officer

**Expressive Communication**The ability to express thoughts, feelings and needs verbally (using words and sentences) and nonverbally (for example, using gestures, facial expressions, gaze, signing and other methods that supplement or replace speech or writing).

**External Residential Parent and Child Placement**Parent and child placements are a specialist type of fostering where a young parent, usually a mother and baby, stays in a residential placement to receive extra support

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**F**

**FAQ**Frequently Asked Questions

**FE**Further Education

**FFT**Functional Family Therapy

**FGC**Family Group Conference

**FSG**

Family Safeguarding Service

**FST**

Family Safeguarding Team

**FTE**Full-time equivalent (FTE) or whole time equivalent (WTE) is a unit that indicates the workload of an employed person (or student) in a way that makes workloads or class loads comparable across various contexts. FTE is often used to measure a worker's or student's involvement in a project, or to track cost reductions in an organisation. An FTE of 1.0 is equivalent to a full-time worker or student, while an FTE of 0.5 signals half of a full work or school load.

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**G**

**GP**General Practitioner (Doctor)

**GRO**

General Register Office

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**H**

**HI**Hearing Impaired

**High Needs Funding**High needs funding is intended to provide the most appropriate support package for an individual with special educational needs and disabilities (SEND) in a range of settings, taking account of parental and student choice, whilst avoiding perverse incentives to over-identify high needs pupils and students. It is also intended to support good quality alternative provision for pupils who cannot receive their education in schools

**HMIP**

Her Majesty’s Inspectorate of Probation (also conducts inspections of Youth Offending Services within local authorities)

**HSB**Harmful Sexual Behaviour

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**I**

**IA**Information and Advice

**I/A**

Inadequate. An audit judgement (can be Inadequate, Requires Improvement, Good or Outstanding)

**IAG**Information, Advice and Guidance

**ICS**Integrated Children's Services

**ICT**Information, Communication Technology

**IFA**Independent Fostering Agency -An Independent Fostering Agency (IFA) are used by local authorities to provide suitable families for looked after children. IFAs play a vital role in providing much-needed placements for young people. To ensure the provision of the highest quality care, foster care agencies are subject to strict regulations and Ofsted inspection.

**IHWB**Integrated Health and Wellbeing

**In-House Foster Care**Foster Care provider by SCC, through its own Fostering Agency

**In-House Parent and Child Placement**Parent and Child Placement provided by SCC, through its own Fostering Agency

**ILACS**Inspection of Local Authority Children's Services

**IRO**Independent Reviewing Officer

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**J**

**JSNA**Joint Strategic Needs Analysis

**JTAI**Joint Targeted Area Inspection

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**K**

**KPI**

Key Performance Indicator

**KS1**Key Stage 1 (School years: Reception, Y1, Y2)

**KS2**Key Stage 2 (School years: Y3, Y4, Y5, Y6)

**KS3**Key Stage 3 (School years: Y7, Y8, Y9)

**KS4**Key Stage 4 (School years: Y10, Y11)

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**L**

**LA**Local Authority

**LAC**Looked After Children/Child Looked After - A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours, in the circumstances set out in sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act

**LCS**

Liquidlogic Children’s System: Social Care Information System. Records key information about children and young people, including any assessments and placement addresses.

**LD**Learning Disability

**LEP**Local Education Partnership
Local Enterprise Partnership

**LGO**Local Government Ombudsman

**LP**Lead Professional

**LSA**Learning Support Assistant

**LSP**Local Safeguarding Partnership

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**M**

**MFM**Mockingbird Family Model -is an innovative method of delivering foster care using an extended family model which provides respite care, peer support, regular joint planning and training, and social activities. The programme improves the stability of fostering placements and strengthens the relationships between carers, children and young people, fostering services and birth families.

**MH**Mental Health

**MHCLG**Ministry of Housing Communities and Local Government

**MI**

Management Information

**MO**

Management Oversight

**MSI**Multi-Sensory Impaired

**MST**Multi Systemic Therapy

**Multi-agency/cross-agency working**More than one agency working together; services are provided by agencies acting in concert and drawing on pooled resources or a pooled budget, e.g. Youth offending teams

**Multi-professional/multi-disciplinary working**Working together of staff with different professional backgrounds and training

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**N**

**NEET**Not in Education, Employment or Training

**NHS**National Health Service

**NICE**National Institute for Health and Care Excellence

**NPS**National Probation Service

**NQT**Newly Qualified Teacher

**NRPF**

No Recourse to Public Funds

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**O**

**OOC**

Out of County: Usually referring to a child placement being outside of Surrey’s borders.

**OOH'S**Out of Hours

**OPCC**Office of the Police and Crime Commissioner

**OT**Occupational Therapist

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**P**

**PA**

Personal Advisor

**PACE**Playfulness, acceptance, curiosity and empathy. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

**Pathway Plan**All young people over 16 in care are required to have a Pathway Plan which sets out the plan for their progress towards adulthood. These are reviewed via statutory reviews or after a significant change in circumstances such as an unplanned placement move.

**PD**Physical Disability

**PEP**Personal Education Plan

**PF**

Private Fostering

**Placement Plan**All children in care are required to have a Placement Plan completed before their placement begins or within five working days. This sets out the requirements of the placement in meeting the needs of the child or young person and other information to support the placement.

**PLT**

Practice Leadership Team: A weekly meeting of children’s services’ Directors, Assistant Directors and other practice leaders.

**PMLD**Profound and Multiple Learning Difficulties

**PPM**

Permanency Planning Meeting. The purpose of a Permanency Planning Meeting is to consider the most effective route to securing permanency for a child or young person. When there are Child Protection or serious Child in Need concerns about a child, and they are at significant risk of coming into care, a Permanency Planning Meeting should always be held prior to the child coming into care and in line with the Legal Planning Process

**Prevention**Where services or interventions are intended to build skills and resilience and thus prevent problems arising. Prevention includes advice, support and anticipatory guidance at key life stages or transitions. This is a key role for universal services.

**Pupil Premium**The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

**PVI**Private Voluntary and Independent

**P16**Post 16

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**Q**

**QA**Quality Assurance

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**R**

**Registered Manager**A suitably qualified and experienced manager of children's home. The Registered Manager is responsible for the day to day operation of the home.

**Residential Order**When parents are separating, divorcing or applying for civil partnership dissolution and can't agree on arrangements for their children, they can turn to the courts for help. The family courts can issue a contact or residence order that will determine visiting rights and where the child will live

**Responsible Individual**Acts on behalf of a children's home provider to ensure that the legal responsibilities are carried out. The RI is accountable for ensuring the effectiveness of the Registered Manager and the quality of the care.

**RI (or R/I)**

Requires Improvement. An audit judgement (can be Inadequate, Requires Improvement, Good or Outstanding)

**RHI**

A Return Home Interview provides a child or young person with a confidential space to talk about their missing episode. The space allows them to talk about anything which may be worrying them or anything they feel they cannot tell anyone else.

**RSC**Regional Schools Commissioner

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**S**

**SAL**Speech and Language also known as SALT (SAL Therapist)

**SALT**Speech and Language Therapy

**SAT**

Safeguarding Adolescents Team

**SCR**Serious Case Review

**SCS**

Surrey Children’s Services

**Self-harm**When a person intentionally harms themselves, which can include cutting and self-poisoning. It may be an attempt at suicide

**Self-injury**Frequently repeated, self-inflicted behaviour, such as people hitting their head or biting themselves, which can lead to tissue damage. This behaviour is usually shown by people with a severe learning disability. It may indicate pain or distress, or it may have another purpose, such as the person using it to communicate

**SEN (the preferred term in Surrey CC is Additional Needs)**Special Education Need

**SEND (the preferred term in Surrey CC is Additional Needs and Disabilities)**Special Education Need and Disability

**SENDCo**Special Education Needs and Disability Coordinator

**SGO**Special Guardianship Order - An SGO is an order appointing one or more individuals to be a child's 'special guardian'. It is a private law order made under the Children Act 1989 and is intended for those children who cannot live with their birth parents and who would benefit from a legally secure placement.

**Shortbreak (respite)**Short breaks is the term used for a range of services provided for families to give carers of disabled children, and looked after children and young people, a break from caring, and for children to take part in fun activities and have new experiences that promote positive outcomes.

**Single Assessment**Social Work Assessment

**SLD**Severe Learning Difficulty

**SM**

Service Manager

**SMART**Specific, Measurable, Achievable, Realistic, Time Limited (targets)

**SME**Subject Matter Expert

**SPA**Single Point of Access

**Specialist interventions**Are in addition to the universal and targeted offer for those children and young people who require a highly individualised and personalised programme of work. This group includes children with complex learning and communication needs and those children who are cognitively able and have specific speech, language or communication needs.

**SPOC**Single Point Of Contact

**SRO**Senior Responsible Officer

**SSCP**

Surrey Safeguarding Children’s Partnership

**SSIASS**Surrey SEND Information, Advice and Support Service

**SSW**

Senior Social Worker

**Staff**Professionals, semi-professionals and practitioners, including those working in community teams for adults or children (such as psychologists, psychiatrists, social workers, speech and language therapists, nurses, behavioural analysts, occupational therapists, physiotherapists), paid carers (care workers) in a variety of settings (including residential homes, supported living settings and day services), educational staff

**SW**Social Worker

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**T**

**T&F**Task and Finish Group

**TAC**Team Around the Child

**TAF**Team Around the Family

**TAM**Team Around Me

**Targeted interventions**Offer specific support for those children and young people who are felt to be vulnerable in relation to speech, language and communication. The group is wide-ranging and includes children with delayed language and communication skills who following targeted intervention will return to the universal tier, through to identification of children who may go on to have more persistent needs. This level includes small group and individual targeted intervention approaches such as language groups, narrative groups, social communication skills programmes and phonology programmes.

**TBC**To Be Confirmed

**TF**Troubled Families (programme)

**TM**

Team Manager

**ToD**Teacher of the Deaf

**TS**Targeted Support

**TYS**

Targeted Youth Support

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**U**

**UASC**

Unaccompanied Asylum Seeking Child

**Universal interventions**Support the whole population, i.e. whole class or whole setting/ school and ensure all children have appropriate language and communication opportunities. This level includes workforce development, access to appropriate information, creating communication friendly environments and whole class/setting/school intervention approaches.

**UPN**Unique Pupil Number

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**V**

**VCFS**

Voluntary, Community and Faith Sector

**VCS**Voluntary and Community Sector

**VI**Visual Impairment

**VS**Virtual School

**VSH**Virtual School Head

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**W**

**WTE**Whole Time Equivalent

**WTSC**Working Together to Safeguard Children

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**Y**

**YOI**Young Offenders Institute

**YOS**

Youth Offending Service

**YOT**Youth Offending Team

**YP**Young People

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