

ACE's	Adverse Childhood Experiences	ACE's are highly stressful and traumatic events that can affect physical and mental health and relationships. Examples of ACE's include witnessing domestic violence, parental separation, divorce, abuse (Neglect, Physical, Sexual, Emotion), a parent in prison or the death of a parent or caregiver. The more ACE's a child has, the more at risk they are considered to be. This can include challenges with behaviour, difficulties in forming relationships and accessing education. These challenges can continue into adulthood. These pupils may need additional help to manage emotions and maintain healthy relationships as well as further support as required. Home - ACE Hub Wales
ALN	Additional Learning Needs	Children with additional learning needs have learning difficulties or disabilities that make it harder for the child or young person to learn or access education. Children or young people with ALN are those who need extra or different help from that given to others of the same age within the schools' Universal Provision. A school must decide if a child has ALN or not. If they decide a child has ALN, they must create an Individual Development Plan (IDP). Additional Learning Needs
ALP	Additional Learning Provision	The extra support given to children with ALN – described in their IDP
ALNCo	Additional Needs Learning Coordinator	All schools have an ALNCo who coordinates and develops provision and support for learners with ALN
AoLE	Area of Learning and Experience.	From September 2022, under the new Curriculum for Wales, subjects are grouped into six Areas of Learning and Experience. The intention is to allow broader contexts for study. The six Areas of Learning and Experience are: <ul style="list-style-type: none"> • Expressive Arts • Health and Well-being • Humanities • Languages, Literacy and Communication • Mathematics and Numeracy • Science and Technology
CiN	Child in Need	A child or young person who is identified as needing a higher level of care and support - potentially the child or young person, or their family may require intervention and support from children's services (Social Services)

CLA	Child Looked After	A child or young person who is under the care of the local authority (Social Services)
	Collaboration	<p>School working collaboratively with local authorities and other partners, sharing collective responsibility and driving continuous improvement to enhance learning and raise educational standards.</p> <p>Collaboration can be:</p> <p>Vertical: Schools working collaboratively within their locality (in partnership with the local authority) to ensure that all learners can progress along the 3-16 continuum and beyond to reach their full potential. This entails all primaries working with their associated secondary school.</p> <p>Horizontal: Schools (in partnership with the LA) working together to develop collaborative evaluation and improvement planning with schools which have learners in the same age range. E.g.,</p> <ul style="list-style-type: none"> • a secondary school working with other secondary schools • a primary school working with other primary schools
	Collaborative Partnership Board	<p>The Collaborative Partnership Board will oversee and support the implementation of the School Improvement Partnership Programme (SIPP) across the Vale of Glamorgan. Its purpose is to:</p> <ul style="list-style-type: none"> • provide strategic direction for the SIPP • promote collaborative improvement across schools • alignment with local authority priorities <p>Membership includes:</p> <ul style="list-style-type: none"> • headteacher representatives • local authority officers <p>Central South Consortium representative</p>
	Community Focussed School	<p>A Community Focussed School is a school that engages with families, communities, and multi-agencies to support the needs of learners and families, benefitting the wider community. The Welsh Government aims for all schools in Wales to adopt this model, recognising its significance in fostering a supporting educational environment.</p>

	Cross-Curricular Skills	<p>Under the new Curriculum for Wales, the cross-curricular skills that learners must be given opportunities across the curriculum to:</p> <ul style="list-style-type: none"> • develop listening, reading, speaking and writing skills • be able to use numbers and solve problems in real-life situations • be confident users of a range of technologies to help them function and communicate effectively and make sense of the world. <p>These are often referred to as literacy, numeracy and digital competency.</p>
CSC	Central South Consortia	<p>CSC is commissioned by the local authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan to deliver professional learning and support services to schools. Central South Consortium</p>
	Curriculum for Wales	<p>A reformed curriculum for Wales currently being implemented, (from September 2022 to 2026) based around four key purposes of education, and taking an integrated approach to the curriculum, with Areas of Learning and Experience (AoLE's)</p> <p>Schools may still teach subjects separately if they so wish and there is an emphasis upon schools designing their own curriculum.</p> <p>Governors can familiarise themselves with the Curriculum for Wales, by following this link: https://hwb.gov.wales/curriculum-for-wales/</p> <p>Video overview here A new curriculum for Wales has arrived (September 2022)</p>
DACW	Daily Act of Collective Worship	<p>Daily act of collective worship. The law in England and Wales states that children at all maintained schools shall take part in an act of collective worship on each school day.</p>
DECLO	Designated Educational Clinical Lead Officer	<p>All Health Boards must have a DECLO. They have responsibility for coordinating the health board's role in relation to children and young people with ALN</p>

	Dysgu	Dysgu is the national professional learning and leadership body for maintained schools and settings in Wales: Dysgu GOV.WALES
EAL	English as an additional Language	A child or young person whose first language is not English.
EEF	Education Endowment Foundation	The EEF is an independent charity dedicated to breaking the link between family income and educational achievement. It aims to support leaders and teachers by providing evidence-based resources designed to improve teaching and learning.
EHE	Elective Home Education	A child whom parents have chosen to educate themselves. The local authority does not have a duty to provide education to the child or young person as long as the parent has exercised their right to withdraw them from statutory education by informing the local authority and school Elective Home Education
EOTAS	Education other than at school	This means a child or young person who is still provided with access to education by the local authority, but instead of attending mainstream school, may have their education provided in an alternative way – such as virtually, or attending a specific project. Out of School Tuition
EP	Educational Psychologist	<p>EP's are applied psychologists who have background knowledge and experience of how children and young people learn and develop. They are concerned with the development, learning and social and emotional wellbeing of children and young people.</p> <p>EP's aim to bring about positive changes which will make a difference for children, particularly those who may be experiencing difficulties at school.</p> <p>EP's work with children and young people between the ages of 0-19 in a variety of educational and other settings and provide a range of services to schools, pupils and their parents, including:</p> <ul style="list-style-type: none"> • individual casework • group work with children • training for schools and other professionals • supporting schools in raising pupil achievement and promoting school effectiveness

		<ul style="list-style-type: none"> • working with parents and carers • working with other agencies, e.g. Social Services, Health Authority professionals, voluntary agencies etc • undertaking research and project work • contributing to local authority policy and practice.
Estyn		The office of His Majesty's Inspectorate for Education and Training in Wales. https://estyn.gov.wales/ Estyn is funded by and works independently of Welsh Government to inspect education and training in Wales.
EUB's	Education Update and Briefing Session	Twice yearly meeting for Vale of Glamorgan Governors to attend. Led by key staff within the LA and organised by VSGA
EWC	Education Workforce Council	The independent, professional regulator for the education workforce in Wales. They regulate education practitioners across schools, further education, youth work, and adult/work-based learning. The Education Workforce Council (EWC) was established by the Education (Wales) Act 2014 , and came into being on 1 April 2015.
FIS	Family Information Service	Information on childcare, activities and services for children and young people and family support in the Vale of Glamorgan. Family Information Service (FIS)
	Foundation learning	<p>Foundation learning forms part of the 3 to 16 Curriculum for Wales and is designed to reflect the specific learning and development needs of children up to the age of 8 or learners who have additional developmental needs.</p> <p>Foundation learning focuses on the pedagogical teaching and learning approaches which scaffold the learning and development for all children in the early years, or learners who might have similar developmental needs.</p>
FP	Foundation Phase	Foundation Phase was the statutory curriculum for all three- to seven-year-olds in Wales, having been introduced in September 2010. It is designed with the aims of encouraging children to be creative and imaginative and making learning more enjoyable and more effective. The principals of the foundation phase will continue to apply, under the new curriculum for Wales but the use of the term Foundation Phase is now removed.

	Four Purposes	<p>The four key purposes of education as set out in the Curriculum for Wales (effective September 2022). The four purposes are intended to be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:</p> <ul style="list-style-type: none"> • ambitious, capable learners, ready to learn throughout their lives • enterprising, creative contributors, ready to play a full part in life and work • ethical, informed citizens of Wales and the world • healthy, confident individuals, ready to lead fulfilling lives as valued members of society. <p>You can read more about the four purposes here: https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes</p>
FTE	Fixed Term Exclusion	<p>Also known as suspension from school. Parents have the right to appeal an exclusion in certain circumstances, and these are considered by a PDC (Pupil Disciplinary Committee) made up of members of the governing body Exclusion from schools and pupil referral units (PRU) GOV.WALES</p>
GB	Governing Body	
GCSE	General Certificate of Secondary Education	<p>GCSEs are studied between the ages of 14-16 years and are assessed by formal exams. Coursework may count for part of the final mark depending on the subject and syllabus. The curriculum is set by the government, but exams and specifications (syllabuses) are sent by individual exam boards.</p>
HT/DHT	Head Teacher /Deputy Headteacher	
Hwb		<p>The all-Wales Learning Platform supporting national action to encourage, support and prepare teachers to share digital practice and develop a national collection for creating, storing and sharing digital resources. You will need to ask your school to create you a Hwb email account, should you wish to access resources. Hwb</p>

IDP	Individual Development Plan	A statutory document that sets out the support required for a learner with ALN Additional Learning Needs
Key Stage	(currently being phased out in line with the New National Curriculum for Wales, being implemented between 2022-26)	<p><i>The national curriculum (now being phased out) in the UK defined the minimum educational requirements for students of compulsory school age (5-16 years). It was organised on the basis of five Key Stages. At the end of each Key Stage, students take assessments to determine the levels they have reached.</i></p> <p><i>Foundation (Reception/3-5 year olds) - Infant Key Stage 1 (Years 1-2/5-7 year olds) - Nursery Key Stage 2 (Years 3-6/7-11 year olds) - Primary Key Stage 3 (Years 7-9/11-14 year olds) - Lower Secondary Key Stage 4/GCSE (Years 10-11) - Upper Secondary After GCSEs students can opt to enter Key Stage 5 and take A Levels (Years 12-13/16-18 years old).</i></p> <p>Under the new Curriculum for Wales, (which is being phased in from 2022-26) Key Stages 2, 3 and 4 will disappear. The principles of the Foundation Phase will remain but will become a part of one seamless curriculum for children aged 3 to 16, providing more joined-up learning.</p> <p>Progression steps will be in place at ages 5, 8, 11, 14 and 16 years of age, relating to broad expectations of a child's progress.</p>
LA or LEA	Local authority or Local Education Authority	The LA is responsible for education within their jurisdiction. In this case, the Vale of Glamorgan
LLT	Learning Links Team	<p>The Learning Links Team are a specialist team of education professionals working within Standards and Provision of the Vale of Glamorgan Learning and Skills directorate.</p> <p>They support children and young people who face additional challenges that may impact on their lives, and their education.</p> <p>The Learning Links Team is the main point of contact and linking service for children their families, schools, and agencies within the local authority and outside the local authority. They support schools to meet the needs of these learners.</p> <p>Learning Links Team</p>

LSA	Learning support assistant.	Sometimes also referred to as teaching assistant (TA)
MAT	More Able and Talented	This stands for 'more able and talented'. The term is used to refer to learners whose capabilities are significantly advanced in relation to others of their age group. MAT can apply to one or several areas of the curriculum or the entire curriculum.
NEET	Not in education, employment or training	Schools will identify children who are at risk of becoming NEET and should act accordingly
NQT	Newly qualified teacher.	A teacher who has just qualified. Induction is a statutory requirement for all newly qualified teachers (NQTs) in Wales who have gained qualified teacher status (QTS) after 1 April 2003.
OPP	One Page Profile	A document used with children and/or young people and their families to gather relevant information in order to support their learning. https://www.valeofglamorgan.gov.uk/en/living/schools/Additional-Learning-Needs/Additional-Learning-Needs.aspx
PCP	Person Centred Planning	Using a person approach to working between children, families and practitioners can support children and young people with ALN. This approach is used in review meetings for an IDP as well as when deciding if a child has ALN and needs ALP. More information here ALN Information, Advice and Guidance
PDR	Professional Development Review	The professional development review processes is designed to support practitioners in their continuous professional growth. The Welsh Government PDR guidance replaces the performance management guidance (2012). It also sets out guidance for learning support workers.
PDC	Pupil Disciplinary Committee	A committee made up of members of the governing body who consider the circumstances in which a pupil was excluded from school.
PDG	Pupil Development Grant	The PDG is funding given to local authorities, schools and educational settings which aims to raise the attainment of children and young people experiencing disadvantage. PDG funding includes the following: <ul style="list-style-type: none"> • PDG for learners eligible for free school meals (eFSM) in compulsory school years (5-15) • PDG for Early Years settings (EYPDG)

		<ul style="list-style-type: none"> • PDG for children looked after and care-experienced children (PDG-CLA) • PDG for learners educated other than at school (EOTAS) <p>All PDG spending needs to be strategically influenced, grounded in evidence, and rigorously monitored for impact.</p>
PEX	Permanent Exclusion	Permanent Exclusion from school. A PDC will be held, and parents have a right of appeal. A FTE cannot be turned into a PEX, unless further evidence comes to light following investigation.
PGCE	Post-graduate Certificate in Education.	Usually a year of college-based study alongside classroom practice. Most PGCEs lead to Qualified Teacher Status (QTS)
PIAP	Post-inspection action plan	Where a maintained school or pupil referral unit has been placed in the category of requiring significant improvement or in special measures, the governing body of a school, working with the local authority, are required to produce a post-inspection action plan (PIAP). The PIAP should set out the work proposed to enable the school to make sufficient improvement to address their Estyn recommendations.
	Progression Steps	<p>The Curriculum for Wales is structured around five progression steps, relating to broad expectations of a child's progress. The progression steps are as follows:</p> <ul style="list-style-type: none"> • Progression Steps 1: Ages 3 – 5 • Progression Steps 2: Ages 5-8 • Progression Step 3: Ages 8-11 • Progression Step 4: Ages 11-14 • Progression Step 5: Ages 14-16
PSP	Pastoral Support Plan	Arrangement for provision of part-time learning. Parents MUST consent to the implementation of a PSP and it should be considered a short-term measure.
QTS	Qualified teacher status.	To gain qualified teacher status, a person must have taken and passed a course that enables them to meet the standards required for teaching in England and Wales.
RP	Restrictive Practice	The term restrictive practices can apply to a number of different acts (for example, physical restraint, chemical restraint, mechanical restraint, seclusion, social restraint, psychological restraint, and long-term segregation). Restrictive practice does not necessarily require the use of

		<p>force, it can also include acts of interference, for example moving someone's walking frame out of reach.</p> <p>Any act of restrictive practice has a potential to interfere with a person's fundamental human rights, and everyone has an obligation to respect human rights. Reducing restrictive practices framework [HTML] GOV.WALES</p>
RSE	Relationships and Sexuality Education	<p>RSE is a mandatory part of the Curriculum for Wales, aimed at empowering children and young people with the knowledge and skills to make informed choices about relationships and sexuality.</p> <p>The Welsh Government has established an RSE code, which outlines the mandatory learning that must be provided to all learners aged 3-16. Further information about the code can be found here: Curriculum for Wales: Relationships and Sexuality Education (RSE) Code GOV.WALES</p>
RVE	Religion, Values and Ethics.	<p>The name replaced Religious Education (RE) in Wales from September 2022, aligning with the new Curriculum for Wales. It is a legal requirement for all schools in the UK to provide RE for all pupils, as per the 1944 Education Act (updated in 1988 and 1993). From September 2022, RE will be called Religion, Values and Ethics (RVE) in Wales.</p>
SACRE	Standing advisory Council for Religion, values and ethics	<p>All local authorities are required to constitute a Standing Advisory Council (SAC) and Standing Advisory Council for Religious Education (SACRE) for Religion, Values and Ethics (RVE) / Religious Education (RE) within their local area. Standing Advisory Council for Religion, Values and Ethics / Religious Education</p>
SDP	School Development plan	<p>The school development plan is a plan created by the school in order to meet the expectations of the Welsh Government regulations. This includes school vision, deployment of staff, National priorities around progression, reducing the impact of poverty and also reviewing progress and self-evaluation. It can also include any Estyn recommendations and progress made.</p>
SEMHP	Social, Emotional, Mental Health Panel	<p>A local authority panel who are required to make arrangements for the provision of suitable Education Other Than at School provision for learners no longer able to attend school for any reason, including (but not limited to) illness and exclusion. SEMHP (Social Emotional Mental Health Panel)</p>
SEN or SEND	Special Educational	<p>Terminology now used mainly in England, but also still referred in this way sometimes in Wales, where it has been</p>

	Needs/Special Educational Needs and Disability	largely replaced with ALN. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.
SER	Self-Evaluation report	School self-evaluation is defined as a process where members of staff in a school reflect on their practice and identify areas for action to enable improvement in identified areas. This process is essential for schools to prepare a school development plan.
SIO	School Improvement Officer	Every school is allocated a named SIO who provides support and challenge for Head teachers and leaders to focus on effective self-evaluation and priorities for improvement. SIO's quality assure school improvement activities and support governors with the Headteacher Professional Development Review process and with any leadership appointments.
SIPP	School Improvement Partnership Programme	The School Improvement Partnership Programme aims to empower school leaders and staff to improve educational outcomes through collaboration. It focuses on developing a culture of school-to-school collaboration, where schools work together with local authorities and other partners to enhance learning and educational standards. The programme emphasises the importance of collective responsibility and continuous improvement, ensuring that all schools in Wales are involved in purposeful collaborative approaches to improve learning outcomes for all learners. School improvement guidance - Hwb
UP	Universal Provision	Support that is available to all learners
VSGA	Vale School Governors Association	Vale School Governors' Association (VSGA)
WG	Welsh Government.	The Welsh Government's Education and Skills department oversees education provision in Wales, including school governance School governance Sub-topic GOV.WALES
WJEC	Welsh Joint Education Committee.	WJEC is a UK exam board offering a range of qualifications including GCSE and A Levels in Wales.