

Acronyms and useful terms



THE
BRIDGE
SCHOOL



THE HEIGHTS
ACADEMY



Trust Vision and Values

Forward Education Trust's purpose is to ensure the children in our schools receive the best possible education, care and life chances by being the West Midlands' bespoke provider of choice for children with high levels of special educational needs.

We are Forward Thinking: Always looking to move things forward and embrace change to provide the best outcomes for all

We are Ambitious: Always working to the best of our ability, instilling a 'can do' culture by encouraging others to share knowledge, skills and expertise

We are Principled: Always looking to do the right thing, being conscientious, polite and friendly, speaking out and challenging accepted thinking for the greater good.

We are Motivated: Always looking to overcome obstacles and move forward to ensure educational excellence

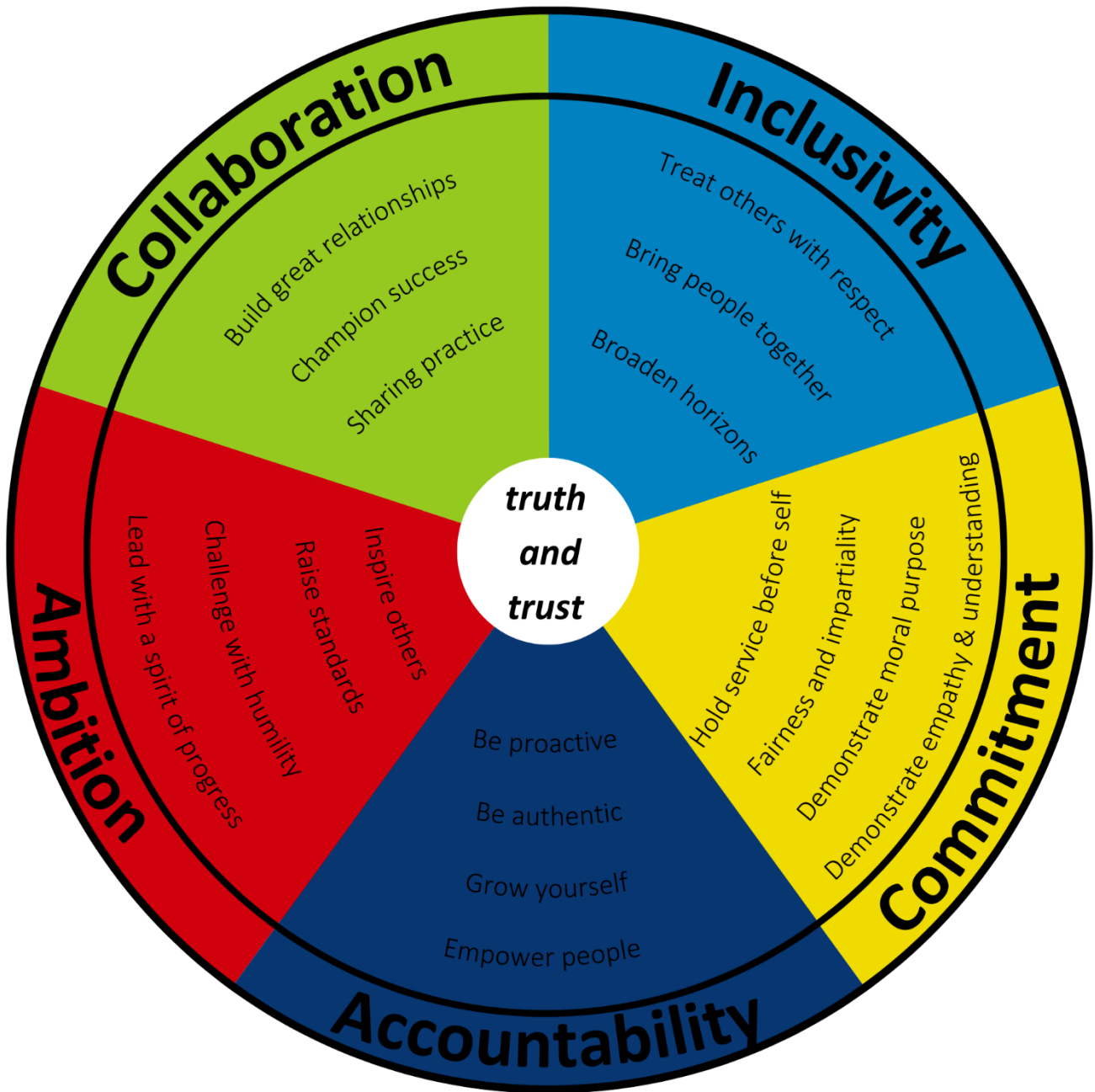
We are Trustworthy: Always being honest, open and consistent in our approach to any issues we face, being steadfast in our desire to improve outcomes for all

As a consequence of these values

We are nurturers of talent: Our vision, ethos and values are not achievable without a great workforce and their personal development, contentment and enjoyment of working for the Forward Education Trust really matters to our Trust.

Trust Behaviours – Forward Focus on Five

<p>Collaboration</p> <ul style="list-style-type: none"> • Champion success: engender a climate of possibility and celebrate success • Build great relationships: foster trust and teamwork at all levels • Share practice: foster an environment that encourages co-construction, openness and learning from each other
<p>Inclusivity</p> <ul style="list-style-type: none"> • Broaden horizons: make connections beyond your role and context; create partnerships across and outside of the Trust • Bring people together: build inclusive teams that embrace diversity and celebrate differences • Treat others with respect
<p>Commitment</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding to our staff, pupils and the communities we serve • Hold service before self: act with selflessness, solely in the public interest • Demonstrate fairness and impartiality: make ethical decisions based on merit not on personal self-interest • Demonstrate commitment and moral purpose: support the Trust, schools and all with whom we work
<p>Accountability</p> <ul style="list-style-type: none"> • Be proactive: identify be willing to tackle issues, including underperformance; take ownership for outcomes and follow through to completion with resilience • Empower People: encourage others to take personal responsibility and enhance their personal potential • Grow yourself: take responsibility for your own growth and development by pushing yourself to do your best • Be authentic: role model desired behaviours and act with integrity and transparency
<p>Ambition</p> <ul style="list-style-type: none"> • Raise standards: go above and beyond expectations; focus on improvements and high standards of excellence, ensuring consistent and high-quality outcomes for all • Challenge with humility: engage in constructive debate about ideas in a solution-focussed way • Lead with a spirit of progress: be knowledgeable in your field and embrace lifelong learning • Inspire others: communicate with passion and purpose in a timely and consistent manner



Frequently Used Acronyms and useful terms

ADHD	Attention Deficit Hyperactivity Disorder. A condition that has symptoms including being restless and having difficulty concentrating.
AHT	Assistant Headteacher
ARF	Audit, Risk and Finance Committee. A Committee of the Trust Board that focuses on finance and risk management
ASC	Autistic Spectrum Condition
ASDAN	Award Scheme Development and Accreditation Network. An education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years with diverse needs.
ATH	Academy Trust Handbook. A handbook issued by the ESFA that sets out the management and governance requirements that apply to all academy trusts.
BCC	Birmingham City Council
BSL	British Sign Language.
BPN	Best Practice Network.
CAMHS	Children and Adolescent Mental Health Service.
CF	Cystic Fibrosis.
CASS	Children’s Advice and Support Service. A single point of contact for professionals and members of the public who want to access support or raise concerns about a child.
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).
CME	Children Missing in Education
COP	Code of Practice: A guide for schools and LAs 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 for school staff or those involved in governance
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service: An executive non-departmental public body of the home office, it replaced the Independent Safeguarding Authority.
DCS	Director of Children Services (in a local Authority).
DFE	Department for Education
DHT	Deputy Headteacher

DSG	Dedicated Schools Grant. Funding paid by the ESFA to local authorities, which is the main source of pre-16 schools funding. It is allocated on a financial year basis, and has historically been divided into 4 blocks: <ul style="list-style-type: none"> • The schools block • The high needs block • The early years block • The central school services block
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
ECF	Early Career Framework. A two-year package of structured training and support for ECTs.
ECT	Early Career Teacher (formerly NQT). ECTs are referred to as ECT1s (first year) or ECT2s (second year)
EDT	Education Development Trust
EEF	Education Endowment Foundation
EFL	Evidence for Learning: The assessment system used by the schools in the Trust.
EHCP	Education Health and Care Plan
ELG	Early Learning Goal(s). These outline expectations for children to reach by the end of Foundation Stage. They provide a basis for planning throughout the EYFS.
ESFA	Education and Skills Funding Agency. An Executive Agency of the DFE, that provides the funding to Academy trusts
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.
FFT	Fischer Family Trust – a company that provides data and analyses to schools and LAs
FSM	Free School Meal.
FSW	Family Support Worker
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.
GAG	General Annual Grant – the main source of revenue funding for Academy trusts
GCSE	General Certificate of Education. An academic qualification in a range of specific subjects, taken in England, Wales and Northern Ireland. GCSEs are typically taken by school students aged 14-16 and are at a level below A Level.
GIAS	Get Information About Schools. The DFE’s register of educational establishments in England and Wales, which includes the National Database of Governors.
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant.
HMCI	His Majesty’s Chief Inspector of Schools
HMI	His Majesty’s Inspector
HOD/ HOY	Head of Department/Head of Year.
HT	Headteacher
HSE	Health and Safety Executive

ICFP	Integrated Curriculum Financial Planning. A management process that helps Trust and school leaders to plan the best curriculum for pupils with the funding they have.
IEP	Individual Education Plan – for pupils with special educational needs
INSET	In-Service Education and Training: Usually applied to training for members of staff.
ISR	Individual School Range: Used to calculate salaries of senior staff.
ITT	Initial Teacher Training. Training to become a teacher
KPI	Key Performance Indicator
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 who are in care provision or have been at any time in the last six year. Also, in FET, Local Academy Council.
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.
LSCB	Local Safeguarding Children Board
LTS	In relation to staff absence: Long Term Sickness In relation to staff roles in school: Lunchtime Supervisor
MAT	Multi-Academy Trust
MFL	Modern Foreign Languages.
MLD	Moderate Learning Difficulties
NASEN	National Association for Special Education Needs.
NEET	Not in Education, Employment or Training
NGA	National Governance Association
NPQ	National Professional Qualification(s). A suite of national qualifications for teachers and leaders – see below.
NPQEL	National Professional Qualification for Executive Leadership
NPQEYL	National Professional Qualification for Early Years Leadership
NPQH	National Professional Qualification for Headship
NPQLBC	National Professional Qualification for Leading Behaviour and Culture
NPQLL	National Professional Qualification for Leading Literacy
NPQLPM	National Professional Qualification for Leading Primary Mathematics
NPQLT	National Professional Qualification for Leading Teaching
NPQLTD	National Professional Qualification for Leading Teacher Development
NPQSENCO	National Professional Qualification for SENCOs
NPQSL	National Professional Qualification for Senior Leadership

OFSTED	Office for Standards in Education: Coordinating body for the inspection of schools.
OT	Occupational Therapy/Occupational Therapist.
PA	Persistent Absence. Pupils who have missed more than 10% of school sessions are considered persistently absent.
PAN	Published Admissions Number
PEEP	Personal Emergency Evacuation Plan
PEP	Personal Education Plan
PEX/PEX	Permanent Exclusion
PGCE	Post-Graduate Certificate of Education
PMLD	Profound and Multiple Learning Difficulties
POG	Post-opening Grant. Free schools, studio schools and university technical colleges are provided with a POG to reflect the additional costs of establishing a new school
PPA	Planning, preparation and assessment – 10% guaranteed non-contact time for teachers
PSHE	Personal, Social and Health Education.
QTS	Qualified Teacher Status
RD	Regional Director(s). Civil servants who work on behalf of the Secretary of State to provide oversight and scrutiny of Academy trusts' performance.
RPA	Risk Protection Arrangement – an alternative to commercial insurance for Academy trusts
RPI	Restrictive Physical Intervention
RRP	Risk Reduction Plan
RRRP	Restraint Risk Reduction Plan
RSE	Relationships and Sex Education
SALT	Speech and Language Therapist.
SARM	School Attendance Review Meeting
SAT	Single Academy Trust
SATs	Standardised Assessment Tests administered by primary schools in England to children in year 2 (optional) and year 6 to check their educational progress.
SCR	Single Central Record. Sometimes referred to as a Single Central Register. It is a statutory requirement for schools to keep an SCR, to maintain a record of pre-employment and pre-appointment checks carried out on all staff, volunteers and those contracted to work in the school. School in the Trust use an online system, called 'Sign In SCR' (previously 'SCR Tracker').
SEF	Self-Evaluation (Form) A form for schools to evaluate how they are performing with a summary of the evidence
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties

SLT	Senior Leadership Team.
SMBC	Sandwell/Solihull Metropolitan Borough Council
SMSC	Spiritual, Moral, Social and Cultural Development in schools.
SRMA	School Resource Management Advisor
SRMSA	School Resource Management Self-assessment Checklist. A checklist for Academy Trusts to check that they are managing resources effectively, and identify any adjustments they need to make
STEM Subjects	Science, Technology, Engineering and Maths
STPCD	School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales. Many academies (including FET) also follow the STPCD
STRB	School Teachers' Review Body – makes recommendations to the secretary of state on teachers' pay
TA	Teaching Assistant
TLR	Teaching and learning responsibility – payments made to teachers for an additional responsibility
TSH	Teaching School Hub. Schools designated by the DFE to work with others to provide teacher training and CPD for staff
UIFSM	Universal Infant Free School Meals. Funding for schools to provide free school meals for all pupils in reception, year 1 and year 2.
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
URN	Unique Reference Number of the school
VI	Visually Impaired