

# **Bolton Data for Inclusion**

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## **Title :**

*Language Reflects our Values and Thoughts*

## **Abstract :**

*The way we use language to describe people can be a very powerful way of respecting or disrespecting them as individuals.*

*This data offers some suggestions about the way language can reflect our values.*

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**To achieve  
INCLUSIVE COMMUNITIES  
RESPECT AND FREEDOM  
for people with disabilities we must use:**

*respectful language*

**the difference between the right word  
and the almost right word  
is the difference between lightening  
and  
the lightning bug**

*Mark Twain*

**DISRESPECTFUL LANGUAGE**

**(If you need to use a label at all, don't use any of these)**

<b>Afflicted</b>	Very negative and a definite downer. Person who has..... is much better.
<b>Cerebral Palsied</b>	Sounds like an inanimate object instead of a person. Why not person or people who have cerebral palsy?
<b>Charity</b>	These are often set up to help people who do not have a disability feel better. Most people want rights not charity. We need to find better ways of breaking down the barriers of centuries and share each others lives, rather than sitting in a bath of baked beans or dressing up in silly clothes to raise money that often goes to perpetuate segregation instead of enabling inclusion.
<b>C.P.</b>	Just about O.K. to describe the condition but NOT a person. This puts all people in a neat little package and deposits them in a file drawer. Please use who has or who have cerebral palsy when referring to people
<b>Crippled</b>	This paints a mental picture that no-one wants to look at: Tiny Tim, an object of pity.
<b>Deaf and Dumb</b>	The person is deaf without speech, dumb makes them sound stupid, deaf people are often proficient at sign language, and good at communicating, they pick up on body language far more quickly than most hearing people.
<b>Disabled Toilet/ Parking</b>	The toilet and the parking spaces are accessible: they are designed or placed conveniently for people who have mobility difficulties, the toilet or parking place are not disabled.
<b>Disease</b>	Disability is not an illness, people who have disabilities are often as healthy as everyone else.

- Drain and Burden** Just don't ever use these two words.
- Handicapped** If someone can't walk, see or hear, the only handicap is the steps, heavy doors, high buttons in the lift, intercoms on front doors, cars parked on the pavement, clothing displays too close together in stores etc. society handicaps people with attitudes and inaccessible transport etc.
- Mental Handicap** Lots of labels have been given to people who learn more slowly, or in a different way to the majority of the population. Learning difficulty or learning disability is the term preferred by the people given these labels. People who have learning difficulties have formed pressure groups, to raise awareness, and change legislation and attitudes. The best known of these is People First, now established in most areas of the country, as well as holding regular local meetings they organise national and international conferences, and offer training.
- Poor** Disability has nothing to do with a person's wealth. A person's character determines the richness of her or his life. Often disabled people are kept poor by not having the same opportunities to work.
- Suffers from** Disabled people don't consider themselves as suffering from the disability. If someone has always been deaf or unable to walk, this is part of who they are, along with the colour of a persons eyes.
- Unfortunate** The only unfortunate thing is the use of this word, it is very offensive.
- User** This word has no positive meaning, and has in the past been used to describe people who use drugs or other people, it is easy to get into the habit of using shorthand, or initials 'users and carers'
- AAARGH!!!
- Victim** A person who is disabled has not been sabotaged or robbed, the word victim conjures up an image of weakness.

**Wheelchair Bound** This gives the impression that the person has been either tied or glued to her/his wheelchair, the person is using a wheelchair, as we use glasses.

**What is wrong with your child** Nothing thank you!!!

**Language reflects our thoughts and values: These are just some of the terms mostly used to describe people who have extra support needs....What is a Disability? Where do we draw the line, we all need to be interdependent and rely on others for help and understanding, lets stop separating some people out from others. Lets see the person first and not describe anyone as a condition.**

## **RESPECTFUL LANGUAGE**

### **EXAMPLES to USE and to SHARE**

**(Don't use labels at all unless you have to - remember: label jars not people)**

#### **Labels not to use....**

the handicapped or the disabled

the mentally handicapped

my son is Autistic

she's a Downs:

birth defect

he's an epileptic

wheelchair bound  
or confined to a wheelchair

mute or doesn't communicate

normal or healthy

disabled parking

disabled toilet

#### **Respectful Language....**

disabled people

people who have a learning disability

my son has Autism

she has Downs Syndrome

congenital disability

he has epilepsy

she/he uses a wheelchair  
or is a wheelchair user

she/he doesn't use verbal communication

typical

accessible parking

accessible toilet

If you have any more examples please add them to the list.

**The Beginning of wisdom is to call things  
by their right names**

*Old Chinese Proverb*

**Who are ‘the handicapped’?**

Society’s myths tell us they are:

- people who ‘suffer’ from the ‘tragedy’ of ‘birth defect’ ...
- paraplegic ‘heroes’ ‘struggling’ to become ‘normal’ ....
- ‘victims’ of diseases ‘fighting’ to regain their lives...
- categorically... ‘the disabled, the autistic, the blind, the learning disabled’ and more.

**Who are they, really?**

They are the Mums and Dads and Daughters and Sons...employees and employers...scientists (Stephen Hawking)..friends and neighbours... film stars (Marlee Matlin)...leaders and follower... students and teachers... they are ..people.

They are **People**

**They are people, first.**

Are you myopic or do you wear glasses?

Are you freckled or do you have freckles?

Are you handicapped/disabled or do you have a disability?

**Respectful language describes what a  
person HAS not what a person IS!!**

**Respectful language puts the person  
before the disability.**

## **Your Guide to Jargon (What are they taking about)?**

### **Abstract concepts**

Ideas or categories of objects that exist only in people's minds, such as 'happiness' or 'time'.

### **Academic attainments**

The level your child has reached in basic skills such as reading or spelling, or in school subjects such as history or science. Attainments are usually measured by exams or tests given by the school or by a psychologist.

### **Academic year**

The school year, which runs from September to July.

### **Age-appropriate**

The sort of behaviour you would expect to see in most children of the same age.

### **Behaviour**

Many children with learning difficulties behave in ways you would expect to see in much younger children. While these behaviours are perfectly normal, they are not age-appropriate.

### **Age-equivalent score**

The age at which an average child would be expected to get the same score.

### **Aphasia**

A serious language difficulty which will delay or even prevent your child developing the ability to speak or understand the spoken word.

### **Appeal**

Parents can appeal to the independent S.E.N. Tribunal if they cannot reach agreement with the LEA. Over decisions on their child's special educational needs.

**Articulation**

The ability of your child to pronounce words clearly.

**A.S.E.N.O.**

Area Special Educational Needs Officer.

**Asperger's syndrome**

An *autistic spectrum disorder* found in young people of at least average *intelligence*. Children with this syndrome are often clumsy, but tend to have well developed language skills.

**Assessment**

A detailed examination of a child's special educational needs. It may lead to a statement of special educational needs.

**Attainments**

The performance of your child in *basic skills* such as reading or spelling.

**A.D.D. (Attention Deficit Disorder)**

A condition thought to lead to concentration and other behaviour problems, which may be linked to *hyperactivity (A.D.H.D.)*. Some doctors prescribe a drug called ritalin for this condition.

**A.D.H.D. (Attention Deficit Hyperactivity Disorder)**

A condition thought to lead to a range of behavioural problems.

**Ataxia**

Poor co-ordination of the muscles often found in children with *cerebral palsy*.

**Attention span**

The length of time that your child is able to concentrate on a task.

**Auditory perception**

Your child's ability to make sense of sounds of spoken information, such as instructions, stories or jokes.

### **Auditory sequencing**

The ability of your child to remember and repeat sounds or words in the right order.

### **Autism**

A lifelong condition that affects your child's ability to make social relationships and communicate with other people. Children with autism also tend to be inflexible, to resist change and to develop obsessional behaviours. These difficulties are termed the *triad of impairments*.

### **Autistic tendencies**

A term often used by professionals who are still not sure whether your child has an *autistic spectrum disorder*.

### **Baseline**

The *behaviour* or *attainments* of your child before an *intervention* is started.

### **Behaviour modification**

A structured programme of *intervention*, designed to improve your child's behaviour.

### **B.A.S. (British Ability Scales)**

A series of test, given individually by a psychologist, to determine your child's ability in a number of different areas. The scores obtained can be combined to give an overall measurement of *intelligence* (an *I.Q.*).

### **B.V.P.S. (British Picture Vocabulary Scale)**

A picture naming test, used to discover the words your child knows.

### **British Sign Language**

The most commonly used signing system taught to deaf children. A simplified version used with learning disabled children is called *Makaton*.

### **C.D.C.**

The Child Development Centre is a multi-disciplinary assessment and therapy centre for children under 5.

### **Cerebral Palsy**

A condition due to brain damage, either before or shortly after birth, which affects your child's ability to control the movements of muscles in the limbs or around the mouth. In some children only one side of the body is affected (*hemiplegia*) and in others both sides (*diplegia*).

### **Chronological age**

The age of your child, in years and months, at the time when they were observed or assessed.

### **C.L.S.S.**

Central Learning Support Service.

### **Code of Practice**

A guide to schools and L.E.A.'s about the help they can give to children with special educational needs. Schools and L.E.A.'s must 'have regard' to the Code when they deal with a child with special educational needs.

### **Cognitive skills**

Thinking and reasoning abilities. This term is often used by psychologists instead of *intelligence*.

### **Comprehension**

Understanding of spoken or written material.

### **Concepts**

Ideas, such as 'big' or 'small', or categories of objects such as 'animals' or 'toys'. They are often divided into *abstract* concepts which you cannot see, such as 'happiness' or concrete concepts which can be observed.

### **Conductive education**

A form of education for children with *cerebral palsy* developed in Hungary at the Peto Institute. Trained conductors who work with the children combine the roles of teacher, physiotherapist, speech therapist and psychologist

**Conductive hearing loss**

A fluctuating loss due to *glue ear* or nasal congestion. Children with conductive losses usually have their ears drained and *grommets* fitted.

**Co-ordination**

Your child's ability to get different muscles in the body to work together. A child with poor co-ordination is said to be clumsy.

**Criterion-referenced assessment**

Any form of *assessment* that looks at how your child performs on a range of skills, without comparing them to other children.

**Cross laterality**

Where your child's preferred hand is different from their preferred eye, foot or ear.

**Cues**

Information that your child gets from the pictures in a book or from the story, that helps them work out what the words say.

**Curriculum**

All the courses and learning opportunities a school offers or a course of study being followed by a child.

**Cursive script**

Joined up writing. This is now thought to help children with spelling problems or *dyslexia*.

**Delayed development**

Late development of skills such as walking and talking.

**Developmental curriculum**

The type of *curriculum* generally offered in *S.L.D.* schools before the *National Curriculum* was introduced for all children.

## **D.F.E.E. (Department of Education and Employment.)**

### **Digraphs**

Two letters which together make one sound e.g., 'ea' in 'meat' or 'ai' in 'rain'.

### **Diplegia**

A form of *cerebral palsy* that affects both sides of the body.

### **Disapplication**

A formal process by which a school or Local Authority can permit your child to study or be assessed on only part of the *National Curriculum*.

### **Distractibility**

The tendency for your child to be easily diverted from work, by noises or activities going on elsewhere.

### **Dyscalculia**

A specific difficulty with numbers.

### **Dysgraphic**

A specific handwriting difficulty.

### **Dysphasia**

A relatively mild language difficulty which can delay the development of speech and language skills.

### **Dyslexia**

A *specific learning difficulty* which leads to particular difficulties with reading, writing and spelling. Pupils with dyslexia may also have problems with maths, with personal organisation, with self-care skills such as dressing or with their language development.

### **Dyspraxia**

A *specific learning difficulty* which affects your child's *co-ordination* and can lead to clumsiness or *articulation* problems.

### **E.B.D. (Emotional & Behavioural Difficulties)**

Difficulties your child has in making friends, following school rules, coping with frustration etc. These difficulties may show themselves in aggression, in refusal to co-operate or in unhappiness or withdrawal.

### **Educational Psychologist**

Educational Psychologist (sometimes known as 'Ed Syke') are not psychiatrists or medically trained. They are qualified psychologist and teachers. Their training and experience help them understand how children develop and learn, and they know how a school works.

### **E.W.O. Education Welfare Officer**

An Educational Welfare Officer is employed by the L.E.A. to make sure that children are getting the education they need. They deal mainly with school attendance.

### **Fine motor co-ordination**

Your child's ability to use their fingers to carry out tasks such as drawing writing, cutting out or threading beads.

### **Formal assessment**

An **assessment** of your child by an educational psychologist, under the 1993 Act, which may lead to the production of a **statement** of special educational need.

### **Fragile X**

A genetic condition which causes learning difficulties and can affect your child's ability to communicate. Some of the features of Fragile X are similar to those of *autism*.

### **Gait**

The way in which your child walks.

### **Global developmental Delay.**

A general delay in all areas of your child's development.

### **Glue ear**

Congestion of the passage between the ear and the throat, due to a build up of infected mucus. This can often lead to a *conductive hearing loss*.

### **Governors**

A schools' governing body oversees the workings of the school. It includes a Parent Governor and an S.E.N. Governor.

### **Griffiths Scales**

A series of test, given individually by a psychologist, to assess the skills of a pre-school or nursery aged child.

### **Grommets**

Small plastic tubes with a hole in, through which the ears can be drained. These are often used to prevent hearing problems recurring in cases of *conductive* loss.

### **Gross motor skills**

The ability of your child to perform whole body actions, such as swimming, playing ball games or riding a bicycle.

### **Hand dominance**

A firmly established preference for one hand, in tasks such as writing, cutting out, throwing and catching. Children with learning difficulties are often late in establishing hand dominance or use both hands equally often.

### **Hearing impairment**

The loss of ability to hear normally. This may be due to a *conductive loss* due to *glue ear*, or to a *sensorineural loss* due to absent or damaged nerve fibres. Some hearing impaired children are profoundly deaf and may need to learn *British Sign Language*.

### **Hemiplegia**

A form of *cerebral palsy* where the child is weaker on one side of the body.

### **Hydrocephalus**

A build up of fluid inside the skull which can cause brain damage if not treated. This condition is often found in children with *spina bifida*.

### **Hyperactivity**

A tendency to be more restless and fidgety than other children and to have real difficulty in sleeping or in concentrating for any length of time, even on a favourite activity or TV programme.

### **I.E.P.**

An Individual Education Plan is drawn up by a schools' S.E.N.C.O. It sets targets for a child to achieve and a date for a review of progress.

### **Inclusive education**

Giving all children, whatever their disability, the opportunity to be educated alongside normally developing *peers* in their own community.

### **In-class support**

A programme of *intervention* which involves your child receiving extra help from a teacher or *special needs assistant* in the classroom.

### **I.E.P. (Individual Education Plan)**

The plan drawn up by the school which should describe *targets* set by the school for your child and what the school plan to do to ensure that they are achieved.

### **I.Q. (Intelligence Quotient)**

The *standardised score* obtained from an *intelligence* test. An average child has an IQ of 100.

### **Integration**

Giving a child with special educational needs opportunities to work or play with normally developing *peers*.

**Interaction**

The responses given by your child to other people.

**Intervention**

An approach or activity which aims to help your child learn or behave more effectively.

**Key Words**

The words most often used in books for children.

**Labile**

Prone to mood swings, *volatile*.

**L.E.A.**

Local Education Authority.

**Learning difficulty**

If a child has a learning difficulty s/he finds it much harder to learn than most children of the same age.

**Literacy skills**

Reading, writing and spelling.

**Locomotor skills**

Walking, running etc.

**Mainstream school**

An ordinary school, which caters for children in the local area.

**Makaton**

A simple form of signing, used with children who are slow in learning to talk.

**Maximal response**

The best possible result your child could achieve on a test or in completing a specific task.

**Mean score**

The average score obtained from several different tests.

**Microcephalic**

When your child's skull has stopped growing too soon, preventing the brain developing fully. Children with microcephaly often have *severe learning difficulties*.

**Modelling**

Demonstrating a task so that your child knows what to do.

**M.L.D. (Moderate Learning Difficulties)**

A term used to describe children with significant difficulties in learning, typically with *IQ's* between 50 and 75. Such children may be supported in their local school or may be offered a place in a special school or class.

**Multidisciplinary**

A team drawn up from more than one profession e.g., health, education, social services.

**Named Officer**

A person employed by the L.E.A. who deals with the case of a particular child.

**Named person**

Someone, preferably chosen by the parents who can support them through the child's assessment.

**National Curriculum**

Subjects which must be studied in all schools. There are 3 core subjects and 7 foundation subjects.

**N.N.E.B.**

A nursery nurse with a National Nursery Examination Board qualification.

**Norm-Referenced Assessment**

Any form of *assessment* which compares your child's performance with what an average child of the same age would be expected to do.

**Objectives**

*Teaching targets* which your child is working towards.

**Obsessional behaviour**

The tendency for your child to prefer doing the same things over and over again.

**Ocular-motor skills**

The *co-ordination* of eye and hand, in tasks such as writing, catching a ball or sewing.

**One-to-one Correspondence**

Your child's ability to count real objects, using one number per object.

**One-to-one situation**

The opportunity for your child to receive individual help from a teacher or a support assistant. Such help can be offered in the classroom or by *withdrawal*.

**Oral skills**

The use of spoken language.

**O.T.**

Occupational Therapist/Therapy.

**Outreach**

School staff working outside their normal setting, usually teachers from Special Schools supporting children in mainstream schools.

**Over-learning**

The process by which children with learning difficulties are given a lot of extra practice at a new task, to make sure that they do not forget how to do it.

**Paired reading**

A well tested approach, where you, another adult or an older child, is trained to help your child, by hearing them read in a particular way, every day or every week.

**Passive behaviour**

When your child always does what others suggest, rather than choosing their own activities or exerting their own personality.

**Peer group**

Other children of the same or a similar age, with whom your child works and plays.

**Phonic skills**

The ability to work out what a written word says from the sounds of individual or groups of letters e.g., ‘sh-i-p’ says ‘ship’, ‘m-ea-t’ says ‘meat’.

**Physical prompts**

Ways of helping your child to learn a new task, by moving their hands or body through the correct movements, e.g., pushing the pedals on a bike.

**P.M.L.D. (Profound & Multiple Learning Difficulties)**

A term used to describe those children with the most severe and complex needs. Typically they have physical as well as *cognitive* difficulties and are generally placed in special schools.

**Portage**

A home teaching programme for pre-school children with special educational needs.

**Psychiatrist**

A qualified doctor who specialises in mental health.

**Psychologist**

See Educational Psychologist.

**Psychometrics**

The use of *standardised, norm-referenced* tests to assess your child's skills and performance.

**P.T.A.**

Parent Teachers' Association.

**Quotient**

The *standardised score* obtained from a test, which adjusts the result to make allowance for your child's age.

**Raven's Progressive Matrices**

A test used to assess the ability of your child to cope with tasks of *visual perception*.

**Receptive language**

The ability of your child to understand what other people are saying to them.

**Reinforcement**

Using rewards to encourage your child to repeat a task or a desirable pattern of behaviour.

**R.P. Resourced Provision**

A mainstream school which has received additional funding from the L.E.A. to provide extra resources in the school including additional teachers experienced in teaching children with special educational needs. These extra resources are provided to serve a number of children in the school who have statements of special educational needs.

**Resourced schools**

Mainstream schools that have particular facilities or specially trained staff to help children with special educational needs.

**Rewards**

Things used to *reinforce* good behaviour. These may be objects such as sweets or stickers, favourite activities or social rewards such as praise and smiling.

**Ritalin**

A drug prescribed by doctors to reduce the effects of *A.D.D.*, or *A.D.H.D.*, in children.

**Role play**

Imaginative play in which your child pretends to be someone else, e.g., a doctor or their teacher.

**Rote learning**

Learning sequences of words or numbers e.g., poems or multiplication tables by heart, without necessarily understanding them.

**Sanctions**

Punishments used to discourage bad behaviour. These may be social, such as telling off, or a loss of privileges like going on the computer or the school trip.

**S.A.T.'s**

Standard Assessment Tests which check children's progress.

**Self-esteem**

The value a child puts on themselves. Children with low self-esteem often behave badly, as they believe no-one cares.

**Self-help skills**

Independence skills such as dressing, feeding, toileting and washing.

**Self-image**

How a child sees themselves. A negative self-image or self-concept often leads to low *self-esteem*.

**S.E.N.**

Special Educational Needs. All children who need special help will be described as children with S.E.N. One in five children will have some sort of learning difficulty during their school life.

**S.E.N.C.O.**

Special Educational Needs Co-ordinator, the teacher in a school who is responsible for children with special educational needs.

**Sequencing skills**

Your child's ability to put pictures, numbers or words in the correct order.

**S.L.D. (Severe Learning Difficulties)**

A term used to describe children with very significant difficulties in learning and an *IQ* generally below 50. Such children used to be termed 'mentally handicapped' and in most areas are still placed in special schools.

**Siblings**

Brothers and sisters.

**Situation specific**

Behaviours which occur in some situations but not in others.

**Social skills**

The ability of your child to *interact*, work or play with others in an *age-appropriate* way.

**Spatial skills**

Your child's ability to cope with tasks involving shape or space, e.g., copying patterns or drawing diagrams.

**Special needs or learning support assistant**

An adult who is not a teacher, who helps your child in school. Some assistants are qualified nursery nurses, others have no formal qualifications but receive training from the school or from the local authority.

**Special schools**

These are schools that specialise in working with children with particular disabilities.

**Specific learning difficulty**

A child has a Specific Learning Difficulty if s/he has a problem with one area of the curriculum, usually reading, writing or spelling.

**Sp.L.D. or splud (Special Learning Difficulty)**

The term most psychologists use instead of *dyslexia*, as it covers a range of different types of specific difficulty.

**Spontaneous behaviour**

Things that your child decides to do, without anyone else suggesting them.

**S.S.A.**

Special Support Assistant.

**Statement**

A document that sets out a child's needs and all the extra help s/he could get.

**Structured programme**

A teaching programme which has been specially designed to address a particular difficulty your child faces. Structured programmes are generally used in a *one-to-one situation* with an adult.

**Symbolic play**

Using toys or other objects in pretend play e.g., feeding a doll with plasticene buns, smoking a pencil like a cigarette.

**Tactile skills**

Your child's ability to find out about objects by feeling them.

**Targets or teaching objectives**

The skills that the school hopes your child will achieve in a specified period of time.

**Task analysis**

Breaking a task down into very small steps.

### **Task avoidance**

Behaviours, such as asking for the toilet or losing their pencil, that your child might use to get out of an unwelcome task.

### **Total communication**

A form of education for children with a *hearing impairment* that involves the use of *British Sign Language* and speech, often in a *mainstream* school.

### **Triad of impairments**

A way of describing the particular pattern of difficulties experienced by a child with autism. The word triad is used as there are generally three main types of difficulty:

- (a) problems with making relationships with other people.
- (b) problems in the way they use or understand language.
- (c) obsessional behaviours and a resistance to change.

### **Tribunal**

An independent body that hears appeals against decisions made by the L.E.A.

### **Uneven profile**

When your child does well on some tasks, or parts of a test, but badly on others.

### **Verbal IQ**

The *standardised score* obtained by your child on a series of tests which measure how they use and understand language.

### **Verbal prompting**

Helping your child complete a task successfully by reminding them what to do next.

### **Visual impairment**

The inability to see clearly. Some visually impaired children are totally blind and need to be taught to use Braille.

### **Visual perception**

The ability of your child to make sense of visually presented materials, such as maps, graphs or jig-saw puzzles.

### **Vocabulary**

The words your child can say or can read (*sight vocabulary*). Also a subtest of the *W.I.S.C.*, measuring your child's ability to explain what words mean.

### **W.P.P.S.I. (Wechsler Preschool And Primary Scale of Intelligence)**

A range of tests given individually by a psychologist, to measure the *intelligence* of young children.

### **W.I.S.C. (Wechsler Intelligence Scale for Children)**

A range of tests, given individually by a psychologist, to measure overall *intelligence*, (average score 100), or to measure verbal and non-verbal (*performance*) skills separately.

Verbal subtests include:

*Arithmetic, Comprehension, Digit Span, Information, Similarities and Vocabulary.*

Performance subtests include:

*Block Design, Coding, Object Assembly, Picture arrangement, Picture Completion, and Symbol Search.*

### **Withdrawal**

When your child is taken out of the classroom for a short time, to work individually or in a small group on a specific task or *structured programme*.

### **Withdrawn**

A term used to describe a very quite and solitary child.

### **Within normal limits**

Within the range to be expected in children of a similar age.

**W.O.R.D. (Wechsler Objective Reading Dimension)**

A reading test used by psychologists.

**Year group**

All the children in the same *academic year* in the same school. Year groups now have numbers, running from Year 1 at 5 to Year 11 at 16. The first year at secondary school is Year 7. Nursery and reception classes tend to have letters not numbers, as schools do not have to start teaching the *National Curriculum* until Year 1.

## **Useful Books For Further Reading**

1. *Special Educational Needs Tribunal. How to apply.* DFEE Publications 1994.
2. *Special Educational Needs. A guide for parents.* DFEE Publications 1994.
3. *Code of Practice on the Identification and Assessment of special Educational Needs.* DFEE Publications 1994.
4. *Implementing the Code of Practice for Children with Special Educational Needs.* Ahmad Ramjhun. David Fulton Publishers 1995.
5. *Special Education Handbook. The law on children with Special Needs.* Advisory Centre for Education 1996
6. *Taking Action. Your child's right to special education.* John Wright & Richard Poynter. Questions Publishing Company 1996.
7. *The Special Education Handbook.* Michael Farrell. David Fulton Publishers 1997.
8. *The Tribunal Toolkit.* Advisory Centre for Education 1997,