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| **Glossary of terms** | | |
| **Term** | **Acronym** | **Meaning** |
| **Access page** | Not applicable | A really important page that should be just one click away from the home page of every museum website! It should include clear information for visitors with special educational needs and disabilities to plan their whole visit. |
| **Access statement** | Not applicable | Usually found on the access page this highlights in more detail what is available at the museum for different SEND audiences, often on a gallery by gallery basis. |
| **Accessible text** | Not applicable | All print whether on the website, in interpretation, exhibitions or leaflets needs to be accessible in a large clear font with high contrast. This makes reading it easier and more enjoyable for all, but is particularly important for partially sighted people. See the RNIB website for details. |
| **Accessible toilet** | Not applicable | A wheelchair accessible toilet |
| **Adapted workshops** | Not applicable | There’s no need to re-invent the wheel. Many existing workshops and activities can be made inclusive or accessible to specific audiences with a little thought and planning. |
| **Attention Deficit Disorder** | ADD | Attention Deficit Disorder (ADD) is a term used for people who have excessive difficulties with concentration without the presence of other ADHD symptoms such as excessive impulsiveness or hyperactivity |
| **Attention Deficit and Hyperactivity Disorder** | ADHD | **Attention Deficit Hyperactivity Disorder (ADHD) is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.** |
| **Audio description** | AD | Describing a museum object painting or gallery in words for blind or partially sighted people |
| **Autistic Spectrum Disorder** | ASD | Autistic Spectrum Disorder (ASD) affects social interaction, communication, interests and behaviour. It includes a range of different conditions from High Functioning Autism to Asperger’s Syndrome |
| **Changing Places toilet** | Not applicable | A toilet designed to meet the needs of people with profound and multiple learning disabilities, as well as other physical disabilities. A Changing Places toilet is designed with the extra space and equipment for this important group of visitors to use it safely and comfortably. It should be the aim of all museums to get one! See changing-places.org |
| **Hearing Impairment** | HI | A partial or total inability to hear. |
| **Inclusive storytelling** | Not applicable | Stories that involve the audience actively participating in the story, using music, gesture, rhyme and repetition. The storyteller responds to the needs and suggestions of the audience to create a story rather than reading from a book. |
| **Language through Colour** | Not applicable | A simple colour-coded resource to help children understand the meaning of words and develop their reading and writing. If you create resources in partnership with a special school they might help you design resources in this format so children can understand them better. Used by the Kent Association for Special Schools. |
| **Makaton** | Not applicable | A language programme using signs and symbols for children who can’t communicate effectively through speaking. If you develop resources in partnership with a special school they may suggest a few Makaton signs to help your engagement with this audience. Used by the Kent Association for Special Schools. |
| **Moderate Learning Difficulty** | MLD | People with a Moderate Learning Difficulty will often mix well with others and be able to cope with many everyday tasks. However, they may need support in other areas of their life. |
| **Multi-sensory resources** | Not applicable | Ones that encourage the user to explore through touch, smell, sound, sight and sometimes even taste. |
| **Physical Disability** | PD | The long-term loss or impairment resulting in a limitation of physical functioning, mobility, dexterity or stamina. Due to the functional loss the person will experience the inability to perform normal movements such as walking and mobility, sitting and standing, use of hands and arms, muscle control, etc. |
| **Profound and Multiple Learning Difficulties** | PMLD | Commonly associated with pronounced [developmental delay](https://www.specialeducationalneeds.co.uk/), significant physical and sensory impairments and[epilepsy](https://www.specialeducationalneeds.co.uk/). Most people with profound and multiple disabilities will have [physical disabilities](https://www.specialeducationalneeds.co.uk/), be unable to walk and have to use a wheelchair. They may have hearing and sight problems. They will communicate non-verbally, that is, they will not speak or if they do, will use only a few words. Some may use signs and symbols or look and point to what they want. |
| **Quiet Space** | Not applicable | A quiet room where a child can have some time out during a museum visit. |
| **SEN** | Special Educational Needs | Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than other children their age. About one in five children has SEN at some point. |
| **SEND** | Special Educational Needs and/or Disabilities | Widely used to describe children and young people with a broad range of needs that can affect their ability to learn including…   * behaviour or ability to socialise * reading and writing * ability to understand things * concentration levels   physical ability |
| **SENDCo** | Special Educational Needs and Disabilities  Coordinator | * The SENCO is a qualified teacher whose role is to ensure that children with special educational needs and disabilities receive the support they need. |
| **SEND Network** | Not applicable | A network of museums and galleries in London and the SE who support and promote best practice in working with and developing resources for SEND audiences. They run some excellent training courses as well as the annual SEND Network Conference. Contact the National Gallery or Museum of London for more information. |
| **Sensory Story** | Not applicable | Brings the story of an object or painting to life through the senses… The story might include items to touch, hear and smell, or include elements of music, dance or drama inspired by it. |
| **Severe Learning Difficulty** | SLD | Learners with Severe Learning Difficulties are likely to have extreme difficulty with reading and writing and may also require help with face-to-face communication. |
| **Social Stories** | Not applicable | Created for visitors on the autistic spectrum, these are short descriptions of a particular situation, event or activity (such as a visit to a museum) which include information about what to expect. They often include photographs or are in the form of a short film. |
| **Specific Learning Difficulty** | SpLD | Affect the way information is learned and processed including dyslexia, dyspraxia/DCD, dyscalculia, ADD, ADHD |
| **Storymat** | Not applicable | A colourful tactile fabric mat including different textures used for multi-sensory storytelling. Often in the form of a map, with pockets in which artefacts and multi-sensory objects are hidden, and with fabric story characters around whom stories are created. |
| **Talking Tins** | Not applicable | Low cost sound recording and play devices that work well in gallery settings for short descriptions or sounds (up to 40 seconds long). |
| **Visual Impairment** | VI | A degree of sight loss that may cause people difficulties with normal daily activities such as driving, reading, socializing, and walking. |
| **Visual Gallery Guide** | Not applicable | Large images of exhibits and objects in a museum gallery with minimal accompanying text |