

**Local Offer 2020 - 2021: ST TERESA'S RC PRIMARY SCHOOL** *(please note that due to COVID 19 some adaptations to the local offer may take place)*

**Teaching and Learning**

1. What additional support can be provided in the classroom?
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
3. Staff specialisms/expertise around SEN or disability
4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
6. How do you share educational progress and outcomes with parents?
7. What external teaching and learning do you offer?
8. What arrangements are in place to ensure that support is maintained in "off site provision"?
9. What work experience opportunities do you offer?

**Teaching and Learning**

<p>1. What additional support can be provided in the classroom?</p>	<p>Teaching assistant support – small group, 1:1, within class.                      Working walls                      Word walls                      Visual timetables                      Multi sensory resources                      Interactive Whiteboard facilities in every classroom                      Literacy/Numeracy goody boxes (resources that offer extra support, independently accessed)                      Coloured overlays for students if required                      Maths support apparatus – Numicon                      Specialist pencil grips and writing slopes                      Alternative methods of recording – laptop, iPad etc                      Dyslexia friendly strategies                      Personalised teaching to pupils' specific needs                      Lessons that all pupils can access</p>
<p>2. What provision do you offer to facilitate access to the curriculum</p>	<p>Use of graduated approach – assessment, target setting, interventions</p>

<p>and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p>	<p>or support, review, possible involvement of outside agencies.          Strong relationship with outside agencies eg Educational Psychology, Speech and Language Therapy, Learning Support Service and NHS services          Buy-in Speech and Language therapist – full day, alternate weeks          Caritas counsellor – full day, weekly          Primary Inclusion Team (PIT) support when required          ELKLAN trained staff          School is on one level and doorways can accommodate wheelchairs          Disabled toilets and intimate care facilities, including a changing unit</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>SENDCo has NASENCo qualification (National Award for SENDCO's)          Designated mental health lead          School has Dyslexia Friendly School Status          ELKLAN/WELLCOMM trained staff          Moving and Handling trained staff          Caritas to support children with EBD needs          Team teach trained staff          Staff are trained to support health issues specific to individual pupils</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>CPD training offered regularly on a range of needs, based on what staff may need to effectively support pupils or that staff request. For example:          ASC          ADHD          Dyslexia          Behaviour programmes          EFS training          Pupil progress meetings termly with all staff          Support from learning support service &amp; Educational Psychologist for SENDCo and staff, termly          Support for staff from SENDCo          Staff development needs are discussed regularly but always during professional development meetings.          SEND is discussed at termly staff meetings</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements – readers, scribes, additional time, smaller or separate room</p>

	<p>Coloured overlays for children with dyslexic tendencies</p> <p>Differentiated resources and work</p> <p>Teachers informed of all pupils' with special needs</p>
6. How do you share educational progress and outcomes with parents?	<p>Twice yearly parents evenings</p> <p>School reports – drop in evening after reports are given out</p> <p>Home/school link through reading diary</p> <p>Review of IEPs - termly</p> <p>Review of EHCPs - annual</p> <p>Meetings with parents when required and when requested</p> <p>Open door policy – Parents invited in to discuss progress of children and any concerns or ways to support</p> <p>When a child has been involved with an external agency, parents are initially invited in to give their consent, meet with those involved and then again to discuss the outcomes and advice of the professionals involved.</p>
7. What external teaching and learning do you offer?	<p>Weekly visit from Caritas counsellor</p> <p>Mindfulness and yoga sessions from external providers</p> <p>Booster classes for year 6 pupils</p> <p>Specialist music provision</p> <p>PE specialist provision provided during curriculum time and lunch times</p> <p>Cycling safety sessions</p> <p>Chat Moss provide lessons in science/history/geography</p> <p>Range of after school clubs, e.g. PE, music, book club, lego therapy club. All are fully inclusive.</p>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<p>Staff have previously supported visits to sensory room, hydro-therapy pool and speech and language unit. If the need should arise we would consult with LA and any specialist provision to provide access to an individual pupil</p>
9. What work experience opportunities do you offer?	<p>None of our pupils are of this age to access this, however we openly encourage volunteers and students to come to our school for work experience opportunities. We also work with universities and St. Patrick's ITT program and provide placements for student teachers.</p>
<b>Annual Reviews</b>	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p> <p>2. What arrangements are in place for children with other SEN support needs?</p>	

## Annual Reviews

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Training was attended to conduct person centred reviews by SENDCO Invites to all parties involved Parent view and pupil 'my story' documents completed with support from SENDCO if needed Reports from outside agencies requested Review meeting held at school (person centred meeting). All attendees given chance to speak and discuss the progress or difficulties concerning the child. Pupil can attend the review meeting if appropriate. Review meeting held at a convenient time for parents Consultation with staff and parents prior to the meeting so that everyone is aware of the purpose, aims and agenda Making parents aware of Parent Partnership Support Agreed actions are shared to be worked on before the next review. All paperwork is completed by the SENDCO and submitted to the Local Authority.</p>
<p>2. What arrangements are in place for children with other SEND support needs?</p>	<p>SENDCO support through monitoring in conjunction with class teacher. Parents invited in to discuss the child's needs and any support they will receive. All pupils on SEN register have an IEP with specific targets around their area of need and support necessary. Staff have had training and experience in a wide range of intervention programmes but also provide support within class. For example:- Phased phonics intervention Wide range of interventions and support programmes in place to close the gap in learning eg Toe by Toe, Power of 2 Circle of friends to support pupils with social skills Co-ordination groups following OT recommendations Educational Psychologist for assessments and strategies Referrals made to external agencies if needed, including LSS or PIT IEPs/play plans shared with parents, staff and children Use of BSquared assessment tool to track progress</p>

## Keeping Children Safe

1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
2. What support is offered during breaks and lunchtimes?
3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)
4. What are the school arrangements for undertaking risk assessments?
5. Where can parents find details of policies on bullying?

### Keeping Children Safe

<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</p>	<p>Two gates to access school grounds  Children and parents able to wait in key stage 1 and 2 playgrounds; EYFS children go straight into classrooms, staff greet parents at their entrance and within classroom. Staff from other classes are outside on playgrounds to greet parents and this provides an opportunity for parents to share information with school staff before the day starts. Children line up and are accompanied into school by teaching staff at 8.55am  Teachers and staff handover children at exits at end of school day  Children only go home with designated adults  We have a secure carpark with a disabled parking facility for staff and school visitors  All school gates are locked throughout the day</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>At breaktimes, there is a daily playground duty rota for staff. Early Years have their own fenced off area and KS1 and KS2 have their own playgrounds. First aid kits and accident books available and used by all staff when needed.  Children requiring 1:1 support receive that by a designated member of staff.  Lunchtime welfare staff are trained in first aid, the welfare staff will feedback any incidents that have occurred to the class teacher at the end of lunchtime.  Playground leaders to support younger and more vulnerable children  Trained staff support children in playing co-operative games outside  PE coaches available to organise games for 2 lunchtimes</p>
<p>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent or any outside agency, if necessary. Salford Evolve is used for any off-site</p>

	<p>visits. Teachers do an initial visit to risk assess before taking children on any trips.</p> <p>Appropriate ratio of adults: children; first aiders are taken in accordance with the school's policy for trips and educational visits</p> <p>PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary</p> <p>Staff have had heart start training and we have two defibrillators on site</p> <p>Pupils with an EHCP have 1:1 support on school trips</p>
4. What are the school arrangements for undertaking risk assessments?	<p>All in line with Salford LA</p> <p>School uses Evolve to complete risk assessments</p> <p>Classroom risk assessments are carried out termly, anything deemed as hazardous is reported and is written in the Site Managers book, then actioned. A Health and Safety inspection is carried out yearly.</p> <p>Playground risk assessments are carried out daily by staff on duty and a full site risk assessment is completed daily by the site manager.</p>
5. Where can parents find details of policies on bullying?	<p>Parents can read the policy on the school website and the child protection co-ordinator (Mrs S Burgess) is available by appointment to discuss further information regarding the policy.</p>
<b>Health (including Emotional Health and Wellbeing)</b>	
<ol style="list-style-type: none"> <li>1. What is the school's policy on administering medication?</li> <li>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</li> <li>3. What would the school do in the case of a medical emergency?</li> <li>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> <li>5. Which health or therapy services can children access on school premises?</li> </ol>	
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	<p>School has a policy on medication administration. Where necessary, and in agreement with the parents/carers, medicines are administered in school (at the office) but only when a signed medical consent form is in place</p>
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	<p>A meeting is held with the parent/carer, SENDCo and any other professional who is involved with the pupil.</p> <p>The care plan is then shared with all the staff and monitored by the class teacher, SENDCo and Head teacher if needed, parents are consulted should there be any adjustments made to the plan. Equally,</p>

	parents can come into school and meet with the appropriate staff if they feel the plan needs to be amended.
3. What would the school do in the case of a medical emergency	Call 999 Contact a qualified first aider Contact parent/carer In absence of parent/carer a first aider would accompany the pupil to the hospital Defibrillator in school – staff trained in its use
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	All staff are trained on safeguarding/child protection Relevant staff undertake external courses provided by the LA and private companies Asthma, Epipen, and defibrillator training is given in school to all staff Relevant staff all trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals etc Relevant staff are trained by diabetes nurses Training by outside professionals for ASD, ADHD, EAL, diabetes etc First aid certificates are renewed for staff members on a regular basis, as and when they expire Trained mental health lead
5. Which health or therapy services can children access on school premises?	We have a school nurse who is in regular contact with school and referrals to them can be made via the SENDCO or Head teacher. We have a buy-in speech and language therapist who works a full day, bi-weekly We have a Caritas counsellor who works a full day, weekly We also have visits from other health care professionals such as, speech therapists from clinic, physiotherapy etc.
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person's progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<b>Communication with Parents</b>	
1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young	Home visits are made before the children start in Nursery The school prospectus is given to all new pupils

person?	<p>A September letter is sent out to all parents/carers informing them of the routines/information relevant for that class</p> <p>Information is also available on the school website</p> <p>All staff and their roles and responsibilities are named on the school website</p> <p>Office staff very experienced and can signpost parents to relevant staff member to discuss their concerns</p> <p>Teaching staff are available on the playground each morning from 8.45 and are available by appointment to discuss concerns</p>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<p>Open door policy to speak to a member of staff but an appointment will be made if a parent needs to speak to a teacher, due to teaching commitments. All parents and carers concerns are dealt with as swiftly as possible.</p>
3. How do you keep parents updated with their child/young person's progress?	<p>Parents evenings (twice a year in October and February and 'drop in' evening in July)</p> <p>Home visits in Nursery</p> <p>School reports sent home annually</p> <p>Rewards certificates/awards sent out weekly and half termly</p> <p>Telephone calls</p>
4. Do you offer Open Days?	<p>Open Day takes place in the Spring term</p> <p>SEND coffee morning in the Autumn term attended by parents and professionals from outside agencies to enable parents to meet and talk to adults that may be supporting their child</p> <p>Parents can make an appointment to visit the school</p> <p>New Nursery and Reception parents attend an information evening, where they find out about the school's procedures and meet key staff as well as look around the school and receive an information pack to take home</p> <p>We have offered workshops on phonics and maths to assist parents in how to aid their child's learning</p> <p>For those children with additional needs, we may hold multi agency meetings either 6 monthly or annually in line with their needs</p>
5. How can parents give feedback to the school?	<p>Parents workshops and meetings eg maths, reading/phonics, EPR etc</p> <p>Via questionnaires</p>



	<p>School report, parent comment section</p> <p>SEND multi agency or annual review meetings</p> <p>Telephone calls or through verbal feedback</p> <p>Through appointment with relevant staff or Head teacher</p>
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**Working Together**

1. Do you have home/school contracts?
2. What opportunities do you offer for pupils to have their say? e.g. school council
3. What opportunities are there for parents to have their say about their son/daughter's education?
4. What opportunities are there for parents to get involved in the school or become school governors?
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

**Working Together**

1. Do you have home/school contracts?	<p>All parents are asked to update contacts at the beginning of each school year and we request that they contact the school office if there are any in year changes. We do not use home/school contracts but we verbally agree individual targets with parents at parent's evenings. Parents also discuss and sign IEPs.</p>
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>We have a group of children who are members of the Chaplaincy Team. Their role is to serve as a member of the team to support the Catholic life of the School. Their role very broadly entails, spreading the word of God, assisting with the Sacramental programme, being a good friend on the playground, arranging holy and prayerful events around school, being present at parents meetings or open events to welcome the wider community.</p> <p>Student council hold regular meetings with support from a member of staff and feedback to pupils in assemblies. There are 2 pupils from each KS2 class on the school council, that have been voted in by their peers.</p> <p>Suggestion boxes in KS2 and verbally given to school counsellors</p>

	<p>when they conduct surveys of their classmates</p> <p>Children with IEPs complete the 'pupil voice' section, with support</p> <p>Listening to children on an informal basis day to day</p>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parents evenings</p> <p>SEND review meetings</p> <p>Open door policy</p> <p>Arranging meeting/appointment with class teacher or Headteacher</p> <p>Answers to surveys or questionnaires</p>
4. What opportunities are there for parents to get involved in the school or become school governors?	<p>Invitation to be a governor as appropriate vacancies arise. Parent governor work with school and meet staff during their term of office.</p> <p>Invitation to support events in school such as fundraising</p> <p>Volunteering to come into school to listen to children read or work in classrooms</p> <p>Active PTA offering different school events such as: summer BBQ, cinema evenings, Christmas disco etc</p>
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)	<p>Governing body link – Mrs Gemma Taylor</p> <p>Governors updated in line with SEND procedures and aware of agencies involved with school via SENDCO giving a report at governors meeting</p> <p>Governors meetings and sub committee meetings held regularly</p>
<b>What Help and Support is available for the Family?</b>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p> <p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p> <p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	
<b>What Help and Support is available for the Family?</b>	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<p>Yes, SENDCo or headteacher would arrange to meet with them and help them complete all the necessary paper work</p> <p>Close links with Parent Partnership who also support our parents with completion of forms</p>
2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?	<p>Class teachers, SENDCo and Headteacher can all offer relevant guidance on the support families need</p> <p>Families are directed to appropriate agencies, charities or organisations that may be able to meet their needs</p>

	Parents leaflets in the entrance to school regarding SEND
3. How does the school help parents with travel plans to get their son/daughter to and from school?	In the event of a child being unable to get to school due to a physical impairment, we will support the families in accessing the appropriate help.
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood?	
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	N/A
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	The year 6 children go on a transition day/s to the school and in the instance where we feel a particular child/children are vulnerable or anxious and requires a more structured transition, liaison with the school will take place and this will be arranged. In turn, staff from St Patrick's visit our year 6 teacher to carry out a very in depth hand over for all pupils. Year 5 pupils encouraged to visit high school through open days and evenings
3. What advice/support do you offer young people and their parents about preparing for adulthood?	PSHE lessons are taught in every year group. Year 6 pupils have specific lessons around puberty. These lessons are supported or given by a 'Coram Life Education' trained teacher.
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends?	
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	We have a before and after school club on site called Treehouse. School holiday club provided by Treehouse – sports and art/craft activities etc

	<p>After school clubs provided – sports clubs, cross country, Glee club, Lego club, Spanish club, Outdoor Adventurers, Book and Board club. School will cover the cost of clubs for pupil premium children.</p>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<p>There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. These include – multi sports clubs, cross country, Glee club, Music Makers, Outdoor Adventurers, Book and Board club, Lego club. There is a minimal charge for some of the after school activities on offer</p> <p>At lunchtime there are staff to provide a range of co-operative games and activities. Our sports coaches also provide some games at lunchtimes on their designated days in school.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out, parents are consulted parents are offered a place to accompany their child if needed. 1:1 support or small group support for pupils</p> <p>A class teacher would lead all class trips</p> <p>Experienced and trained TAs accompany most trips out also</p> <p>All trips are visited beforehand to check for suitability of activities, access and content to ensure that they will meet the needs of all children visiting.</p> <p>Pupils with an EHCP would have 1:1 support.</p> <p>If parents are experiencing financial difficulty and make the school aware of this, then we would endeavour to ensure that their child still attends the club or trip. Most of our trips are partially subsidised by school.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>The school ethos centres around Catholic values. Respect and kindness are emphasised and much time is spent on relationships and helping children make friends and be accepted for who they are. Growth mind-set and mindfulness sessions help children with self-belief, resilience and self-calming techniques.</p> <p>Class circle times, Circle of Friends and peer support through playground leaders are used to reinforce this.</p>

<b>Name of Person/Job Title</b>	<b>Lisa McCandless SENDCo</b>
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### Weblinks to Key Policies

School policies can be found on the school website (as they are added to our new site) or by request to the Headteacher for specific curriculum subjects.

Please see our school website for the policies - <http://www.st-teresas.salford.sch.uk>

	<b>Annual Review</b>	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
<b>ADHD/A DD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.

	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': <ul style="list-style-type: none"> <li>• Socialisation - poor social skills;</li> <li>• Communication - difficulties with speech language and communication;</li> <li>• Imagination - rigid thought and resistance to change.</li> </ul> The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.
<b>C up L</b>	<b>Catch up Literacy</b>	Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	<b>Clinical Psychologist</b>	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	<b>Code of Practice</b>	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	<b>Connexions</b>	Connexions provide a targeted service to anyone aged between 13 and 25 who have a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.
	<b>Differentiation</b>	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dysarthria</b>	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.

	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before

		the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
<b>HI</b>	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
<b>IEP</b>	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN.
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	<b>Learning Mentors</b>	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
<b>LEA</b>	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
<b>LSU</b>	<b>Learning Support Unit</b>	A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level.



<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	<b>National Curriculum Inclusion Statement</b>	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	<b>Nurture Room</b>	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
<b>PPO</b>	<b>Parent Partnership Officer</b>	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends

		<p>on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	<b>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	<b>Pyramid Club</b>	Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 pupils who need support to grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent.
	<b>Responsible Person</b>	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
<b>SEN</b>	<b>Special Educational Needs</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	<b>Special Educational Provision</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<b>SEN</b>	<b>Special Educational Needs</b>	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a

	<b>Special Educational Needs</b>	child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	<b>Transition</b>	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	<b>Transition Plan</b>	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
<b>VI</b>	<b>Visual Impairment</b>	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.

