

Local Offer: Template for Schools/Academies

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer. We are currently working on the LA's Local Offer and we will advise you of our website link in due course.

This template has been designed by a working group of schools in Salford to help you to pull together information so that children and young people with Special Educational Needs (SEN) or disabilities and their parents/carers know what support they can expect if they attend your school/academy. You do not have to use this template but we hope that you find it useful.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. It would also be good practice to consult your own pupils, parents about what to include in your Local Offer. One Salford school has already trialled the development of their local offer and their completed document is attached as an example. The Senior Leader for Special Educational Needs led on this piece of work and was supported by the SENCO and other staff. A stakeholder group of pupils, parents, staff and governors provided a useful consultation group for the school

When you have completed your Local Offer, please could you complete the following details and return the document by email to Children.families@salford.gov.uk . Please could these be returned to us by 30th May 2014.

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| School/Academy Name | St Gilbert's RC Primary School |
| Name and contact details of your school's SENCO | Mrs Jennifer Boslem jennifer.sykes@salford.gov.uk 0161 789 5035 |

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy

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| Name of Person/Job Title | Mrs Jennifer Boslem (SENCO) | | |
| Contact telephone number | 0161 789 5035 | Email | jennifer.sykes@salford.gov.uk |

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer webpages. For reasons of confidentiality, please do not include a child/young person's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Or

I confirm that the Local Offer will be published on _____ (please give date)

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| Please give the URL for the direct link to your school's Local Offer | http://www.stgilbertsrc.co.uk/ | | |
| Name | Mrs Jennifer Boslem | Date | 16.09.16 |

Please return the completed form and the Local Offer document by email to: Children.families@salford.gov.uk

Local Offer: Guidance for High Schools/Academies – Example below.

| Teaching and Learning | |
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| 1. What additional support can be provided in the classroom? | <p>We have a full-time NEAB trained member of staff in Nursery, a full-time teaching assistant in Reception, Year One and Year Two. This is an additional member of staff in each class who works under the direction of the class teacher. In Key Stage 2, we have 2 full time and 1 part-time teaching assistants that work across 4 year groups dependant upon the level of support needed. We also employ a full-time teaching assistant of Polish origin to support KS1 classes in the morning and then delivers intervention in the afternoons on both a 1:1 and small group basis. In our school, teaching assistants work with small groups of children and sometimes on a 1:1 basis to provide support for those identified children who require extra help. In some year groups, teaching assistants are used to teach intervention programmes that will help improve a child's literacy, numeracy or social skills. In the incidence that your child transfers to us from another school, we request that you inform us of any extra support that they may have received from a teaching assistant or external agency at their previous setting. All our teachers are required to plan lessons that all children in their classe can access. This is done by using</p> |

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| | <p>formative assessment to understand each child's baseline (academic abilities) upon entry to their class and plan the next steps for them using this data. If a child has a particular barrier to learning, the teacher will take this into account and makes adjustments to overcome this, often with support and guidance from the SENCO. If we think your child needs support that is additional to or different from the rest of their peers on a regular basis, we will inform you of this.</p> |
| <p>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)</p> | <p>If the SENCO feels that we need more specific advice about how to help your child learn to the best of their ability, we will talk to you. Sometimes we will seek advice from other specialists, such as Educational Psychologists, Speech and Language Therapists or Specialist Advisory Teachers (Dyslexia/Dyscalculia) The advice these professionals give is used to inform both teaching and learning and is tailored to the individual child. We keep a record of the strategies that are being used to support a specific child using an Individual Education Plan (IEP). If your child requires an IEP, you will be invited into school by the SENCO and class teacher to discuss the targets that your child will be working towards, the strategies that will be used, the staff that will be working with your child and also ways that you can support your child at home.</p> <p>We appreciate and understand that some children need particular pieces of equipment, sometimes specialised, to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"> • A range of different types of pencils, pens and grips to assist with handwriting |

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| | <ul style="list-style-type: none"> • Alternative ways of recording, so some children may use a laptop or an iPad • Sets of coloured overlays that can help some children see text more clearly • The school is all on one level and the entrance doors are wide enough for disabled access • There are disabled toilets facilities that include an intimate care and changing unit. |
| <p>3. Staff specialisms/expertise around SEN or disability</p> | <p>We have 1 member of staff that has undertaken the ELKLAN training to support speech and language needs and we currently have another member of staff who is in the process of being trained.</p> |
| <p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p> | <p>Staff development needs are identified through performance management and appraisals. We discuss any SEND issues termly during staff meetings. Training opportunities are offered to staff as and when required.</p> |
| <p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p> | <p>Based upon teacher assessments and the knowledge that we gain from teaching children on a daily basis, we identify those children who meet the criteria for extra time in exams or those that require a scribe or a reader and will make the appropriate applications for this. We appreciate that certain children will require rest breaks during exams and these are arranged based upon the child's circumstances/needs. We are aware that some children can become very anxious or distracted during testing, if we feel that the environment is going to impact on their ability to perform during an exam, we arrange for tests to be taken in a smaller room.</p> |

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| 6. How do you share educational progress and outcomes with parents? | <p>At parents consultations in October and March, parents are given a short report which comments on whether their child is working below, at or above age expected relations in reading, writing and maths. At the end of each academic year, parents are given a detailed report about their child's progress across all areas of the curriculum. Parents of children who have an Individual Education Plan may be invited into school on a separate occasion to discuss their child's progress against their individual targets.</p> <p>When a child has been involved with an external agency, parents are initially invited in to give their consent and then again to discuss the outcomes and advice of the professionals involved.</p> |
| 7. What external teaching and learning do you offer? | Booster classes are available to Year 6 children in the Spring term. |
| 8. What arrangements are in place to ensure that support is maintained in "off site provision"? | This is not applicable to us at the present time as we do not have any children that receive "off site provision". |
| 9. What work experience opportunities do you offer? | We have a strong link with St. Patrick's High School and we take students from Year 10 on work experience placements. We also work with local universities supporting students who wish to take up a career in education. |
| Annual Reviews | |
| <ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEN support needs? | |
| Annual Reviews | |
| <ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? | <p>Prior to holding a review meeting for a child, we send out invitations approximately 3 weeks before to parents and other agencies that have an involvement. The SENCO has received training in conducting a 'Child Centred' review</p> |

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| | <p>meeting. Prior to the review, the SENCO will talk to the child about their views regarding, education, home-life, family, friends, likes, dislikes etc. This information will be incorporated into the review and children are invited to attend if it is deemed appropriate. In a typical review meeting, people in attendance will include appropriate school staff, head teacher, speech and language, educational psychologist and a representative from the local authority. The meetings are chaired by the SENCO and minutes are taken by a designated member of staff.. All attendees are given the opportunity to speak and discuss the progress or difficulties around the child. At the end of the meeting, agreed actions are shared to be worked on before the next review. All paperwork is completed by the SENCO and shared with the Local Authority.</p> <p>When a child is approaching the end of Year 5, we hold a Transition Review which essentially incorporates all the features of a standard review meeting plus representatives from possible schools that the child could attend. The main focus of discussion at this meeting will be around arranged a smooth transition to secondary schools and ensuring that the preferred school is equipped to meet the child's specific needs.</p> |
| <p>2. What arrangements are in place for children with other SEN support needs</p> | <p>The progress of children on the SEN register is carefully monitored by all staff involved. If we see any trends in progress, the SENCO would liaise with the class teacher to discuss the next steps in terms of support. Parents would then be invited in to meet with the class teacher and SENCO to agree the next steps for their child. Once a child is placed on the SEND register, they will have an</p> |

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| | <p>Individual Education Plan (IEP) written by the teacher and SENCO with very specific targets related to their area of need, this document is shared with the child and parents and they will be asked to sign to say that they agree with the targets set and that as part of a home-school partnership they will support their child at home. An IEP is reviewed at the end of each term, parents' are invited in to an IEP review meeting where the targets are discussed and new ones written if needed.</p> |
| <p>Keeping Children Safe</p> | |
| <ol style="list-style-type: none"> 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 my son/daughter stays 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? | |
| <p>Keeping Children Safe</p> | |
| <ol style="list-style-type: none"> 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>All children are greeted at the nearest entrance to their classroom every morning. This is an opportunity for parents to share information with an adult from the school who will pass on important messages to the class teacher. If a child is being collected by a different adult, we ask parents to let us know and this is recorded, if we have not been informed of this, children will not be released at the end of the day until we have received verbal confirmation over the phone by their parents.</p> <p>The school gate is locked at 8.55am, any child arriving after this time has to enter school via the school office and will be signed in as late.</p> |

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| | <p>We have a secure carpark with a disabled parking facility for staff and school visitors only. The car park gates are locked at 8.45. Parents who drive to school are able to park on the road, however the immediate area surrounding the school gates is restricted using the appropriate road markings.</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 areas of the playground. Staff take out a first aid kit with them and at the end of playtime a playtime record book is filled in by the staff on duty stating any injuries that have occurred outside and who and how they were dealt with.</p> <p>At lunchtimes, the children are supervised by a team of welfare staff. Each member of staff is assigned to a class and they are responsible for that group of children in the dinner hall and outside.</p> <p>Children requiring 1:1 support receive that by a designated member of staff.</p> <p>At the end of lunchtimes, the welfare staff will feedback any incidents that have occurred.</p> |
| <p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p> | <p>Risk assessments are carried out prior to any school trip that the children are taken on and adult to child ratio's are always followed and in some cases exceeded. For off site visits we use the Salford Evolve online risk assessment forms. Teachers will do an initial trip to the destination where they intend to take their class. They will then fill in the risk assessment also including details of any parents that are supporting on the trip. The risk assessment is taken out on the trip by the class teacher</p> |

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| | <p>and a copy is printed off and held in a central file in the school office.</p> <p>Before undertaking a PE lesson, the area, be it the hall or outdoors, is checked for any hazards, markers are laid down so that children can clearly see the safe space that they should be working in. The school has a qualified Sports Coach who delivers lessons and provides additional teacher support.</p> |
| 4. What are the school arrangements for undertaking risk assessments? | <p>Classroom risk assessments are carried out termly, anything deemed as hazardous is reported to the Deputy Head and then actioned. A Health and Safety inspection is carried out yearly. Playground risk assessments are carried out daily by staff on duty and a full site risk assessment is completed daily by the site officer. Other risk assessments are carried out for events such as the summer fair or in situations where children need to use walking aids.</p> <p>For off site visits we use the Salford Evolve online risk assessment forms. Teachers will do an initial trip to the destination where they intend to take their class. They will then fill in the risk assessment also including details of any parents that are supporting on the trip. The risk assessment is taken out on the trip by the class teacher and a copy is printed off and held in a central file in the school office.</p> |
| 5. Where can parents find details of policies on bullying? | <p>Our anti-bullying policy and safeguarding policy are available on our school website under the tab labelled 'Policies'.</p> |
| Health (including Emotional Health and Wellbeing) | |
| <ol style="list-style-type: none"> 1. What is the school's policy on administering medication? 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? | |

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| <p>3. What would the school do in the case of a medical emergency</p> <p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? Which health or therapy services can children access on school premises?</p> | |
| <p>Health (including Emotional Health and Wellbeing)</p> | |
| <p>1. What is the school's policy on administering medication?</p> | <p><i>Please refer to our medical policy which you will find on our school website under the tab labelled 'Policies'</i></p> |
| <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> | <p><i>Hold an initial meeting to draw up the care plan with the school nurse and then hold regular termly meetings with all parties concerned.</i></p> |
| <p>3. What would the school do in the case of a medical emergency</p> | <p><i>There are a number of staff qualified in first aid but in the event of an emergency an ambulance would be called first followed by a call to parents. A member of the senior management team would act in loco parentis until the parents could attend.</i></p> |
| <p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p> | <p><i>The school nurse provides training to staff on asthma and epi pen the school nurse also supports the school with individual pupils who have varying needs. The school nurse will conduct eye tests and also measure height and weights on the school premises.</i></p> |
| <p>5. Which health or therapy services can children access on school premises?</p> | <p><i>The following services can be accessed on the premises once a referral has been made and the professionals involved feel that intervention is needed:</i></p> <ul style="list-style-type: none"> <i>Occupational Therapy</i> <i>Speech and Language Service</i> <i>Educational Psychologists</i> <i>Bereavement Councillors</i> <i>School Nurse</i> <i>Specialist teachers from Learning Support</i> |

Communication with Parents

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?
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
3. How do you keep parents updated with their child/young person’s progress?
4. Do you offer Open Days?
5. How can parents give feedback to the school?

Communication with Parents

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?

When Children start Nursery, a welcome meeting is held by teaching staff and key senior leaders who are introduced to the parents. Information is provided verbally and in the school handbook to parents.

At the beginning of each new year a ‘Meet the Teacher’ session is held where the teacher introduces themselves as the new class teacher and parents have an opportunity to ask questions.

Parents can access the school office personally, via telephone or e-mail anytime throughout the school day. The office staff are well experienced and have worked at the school a number of years so are very capable of helping to signpost parents to the correct member of staff to discuss their concerns with.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

It is preferred that parents make an appointment to meet with staff. This can be done in a variety of ways:

- Arrange with the class teacher as they greet the children in the morning*
- Phone the school office*
- Call into the school office in person*

3. How do you keep parents updated with their child/young person’s progress?
4. Do you offer Open Days?

We hold 2 parents consultations a year which parents are invited to attend at which a progress report for reading, writing and maths is given to them that indicates very

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| | <p>simply whether they are working below, at or above age related expectations. Parents receive a detailed report at the end of every academic year.</p> <p>Throughout the year, we have various themed weeks in school e.g. Art's Week. At the end of the week, the parents will be invited to a showcase event where they can come and look at the work that the whole school has been doing. On some occasions the children will produce an item to sell.</p> <p>We hold workshops for parents once a year, where they are invited to come in and observe a literacy or numeracy lesson and learn ways to support their child at home.</p> |
| <p>5. How can parents give feedback to the school</p> | <p>Parents who have attended workshops ran by school, will be given a feedback form which they can fill in and return to school to share their views about the event.</p> <p>At most Parents' evenings, representatives from the school governing body will attend and hand out questionnaires to parents about various aspects of school life.</p> |
| <p>Working Together</p> | |
| <ol style="list-style-type: none"> 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) | |
| <p>Working Together</p> | |
| <ol style="list-style-type: none"> 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 have a hom/school agreement that we ask all parents to read and sign upon their childs entry to school.</p> |

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| <p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p> | <p><i>We do have a club called 'Mini Vinnies' which consists of a group of children who represent the pupil voice, they organise a range of different activities and respond to the news by organising fund raising events for charities. The pupils voice can also be heard through through PHSE lessons and citizenship lessons.</i></p> |
| <p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p> | <p><i>The school operates an appointment policy to speak with the HT or Senior Leaders. Parents are encouraged to comment on other issues on all questionnaires. Pupil reports have a comments box for parents to give their feedback.</i></p> |
| <p>4. What opportunities are there for parents to get involved in the school or become school governors?</p> | <p><i>Parent governors have a term of office for three years and letters are distributed to all parents when a vacancy on the Governing body arises. We currently have several parents who are employed as lunchtime welfare assistants.</i></p> |
| <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> | <p><i>A yearly report is provided to the Governing Body so that they are up to date with the daily running of SEN within school.</i></p> |
| <p>What Help and Support is available for the Family?</p> | |
| <p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 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? 3. How does the school help parents with travel plans to get their son/daughter to and from school?</p> | |
| <p>What Help and Support is available for the Family?</p> | |
| <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><i>We do offer parents help with completing forms and paperwork and it is normally the SENCO who offers this help. Parents can access this by making an appointment via the office.</i></p> |

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| <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><i>In the school entrance we have a stand containing leaflets about the local area and support that various agencies can offer. If parents require any additional information this can be gathered by making an appointment with the Executive Head Teacher, the Deputy Head or SENCO. If we are unable to provide the relevant information that a parent requires, we will seek this information for them to the best of our ability by drawing upon the advice of other professionals.</i></p> |
| <p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p> | <p><i>Parent's need to contact the school directly and make an appointment to discuss the arrangements for each individual pupil's needs.</i></p> |
| <p>Transition from Primary School and School Leavers</p> | |
| <p>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?</p> | |
| <p>Transition from Primary School and School Leavers</p> | |
| <p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p> | <p><i>We have very good links with St Patricks RC High School. Children from Years 5 and 6 will be involved with various art, singing and drama activities with staff and students from the school. The year 6 children will go on a transition day to the school and in the instance where we feel a particular child is vulnerable and requires a more structured transition, liason with the school will take place and this will be arranged. In turn, staff from St Patrick's</i></p> |

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| | <i>visit our year 6 teacher to carry out a very in depth hand over for all pupils.</i> |
| 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) | <i>The school has very good links with the local high schools and transition arrangements ensure that the pupils have opportunities to visit the high school prior to starting.</i> |
| 3. What advice/support do you offer young people and their parents about preparing for adulthood | <i>Sexual and Relationship Education is taught in Year 6, Caritas will be providing support with this.</i> |
| Extra Curricular Activities | |
| 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? | |
| Extra Curricular Activities | |
| 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. | <i>We offer before and after school provision that is run by several of our teaching assistants but this is not available during school holidays. There is a cost to families for this care.</i> |
| 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? | <i>There are numerous extra curricula clubs run throughout the school year. Each club is £5.00 apart from choir which is free to all children. Places are offered on a first come first served basis. Outside agencies do run different clubs at points during the year. Agencies charge their own price for these.</i> |
| 3. How do you make sure clubs, activities and residential trips are inclusive? | <i>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.</i> |

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| 4. How do you help children and young people to make friends? | <i>Through our school ethos and our PHSE curriculum</i> |
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Weblinks to Key Policies

e.g Behaviour policy, Antbullying policy, SEN policy, Medical Policy

Possible Glossary for Local Offer – please delete/amend as appropriate

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| | Annual Review | All 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 Education, Health and Care Plan. |
| ADHD/A DD | Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder | 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"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention. |
| | Assessment | 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. |

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| | | 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. |
| | Asperger Syndrome | An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child. |
| ASD | Autistic Spectrum Disorder | <p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p> |
| C up L | Catch up Literacy | 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. |
| | Clinical Psychologist | Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment. |
| | Code of Practice | 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. |
| | Connexions | Connexions provide a targeted service to anyone aged between 13 and 25 who has 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. |
| | Differentiation | 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. |
| | Differentiated Curriculum | A curriculum that is specially adapted to meet the special educational needs of individual children. |
| | Dysarthria | 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 |

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| | | 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. |
| | Dyscalculia | 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. |
| | Dysgraphia | 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). |
| | Dyslexia | 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 |
| | Dyspraxia | 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. |
| EHCP | Education, Health and Care Plan | From 1 st 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. |
| EP | Educational Psychologist | 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. |
| | Exam Special Arrangements | 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 |

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| | | time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed. |
| | Exam Special Concessions | 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. |
| | Governors | 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'. |
| HI | Hearing Impairment | 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 |
| | Inclusion | 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. |
| IEP | Individual Education Plan | 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 |
| LD | Learning Difficulties | A child has learning difficulties if he or she finds it much harder to learn than most children of the same age. |
| | Learning Mentors | 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. |
| LEA | Local Education Authority | 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. |

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| LSU | Learning Support Unit | 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. |
| MLD | Moderate Learning Difficulties | 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. |
| | National Curriculum | 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. |
| | National Curriculum Inclusion Statement | 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. |
| | Nurture Room | 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. |
| | OFSTED | 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. |
| PPO | Parent Partnership Officer | 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. |
| | Personalised Learning | 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 |
| | Phonics | A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. |
| | Phonological Difficulties | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |

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| PD | Physical Difficulty | <p>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 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> |
| | Physiotherapists | 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. |
| | Pyramid Club | 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. |
| | Responsible Person | 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. |
| SENCO | Special Educational Needs Co-Ordinator | 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. |
| SEN | Special Educational Needs | 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. |
| | Special Educational Provision | 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. |
| SpLD | Specific Learning Difficulties | See Dyslexia, Dyscalculia and Dyspraxia above. |
| SEN | Special Educational Needs | 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. |

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| | Special Educational Needs (SEN) Code of Practice | See 'Code of Practice' above. |
| | Statement of Special Educational Needs | The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a 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 st 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. |
| | Statutory Assessment | 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. |
| TAs | Teaching Assistants | 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. |
| | Transition | 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. |
| | Transition Plan | 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). |

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| VI | Visual Impairment | 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. |
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