

## **Local Offer Statement for LOWER KERSAL PRIMARY SCHOOL**

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 forms the main basis for our school's Local Offer, which has to be published on our school's website.

<b>School/ Name</b>	<b>Lower Kersal Community Primary School</b>		
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Samantha Mitchell 0161 792 2726</b>		



Persons/roles responsible for maintaining details of the Local Offer for Lower Kersal Primary School

<b>Name of Person/Job Title</b>	<b>S Steward – Headteacher</b>		<b>S Mitchell - SENCo</b>	
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# Teaching and Learning

## Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>At our school we have 9 specially trained teaching assistants (TAs) to meet all individual pupil needs.</p> <p>In our Nursery class we have a very experienced Nursery Nurse who supports our very young children.</p> <p>All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own level.</p> <p>We offer 1-1 support for any child that needs it in reading, writing, spelling and maths.</p> <p>We also provide support for children with other identified needs such as Autism, ADHD, Speech and Language.</p> <p>Our classrooms are Dyslexia Friendly and feature lots of visual prompts and supports for those children who have learning difficulties. We are a <b>Dyslexia Friendly</b> School; we achieved this award in July 2017</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>All our teachers are required to plan lessons that all children can access. Sometimes teachers need further help and may ask for support from our SENCO.</p> <p>Those children who require extra support may also work with different agencies to help them to learn independently.</p> <p>These include the Educational Psychologist, Speech and Language Therapist, Occupational Health, Learning Support Services, EMTAS and the School Nurse.</p> <p>We always talk to parents before we ask for help from other agencies. Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"><li>• Laptops and iPads which can be used for recording work if a child has writing difficulties</li><li>• Sets of coloured overlays and coloured wipe boards for students with dyslexic tendencies</li></ul>

	<ul style="list-style-type: none"> <li>• Wobble cushions which are used to help better sitting</li> <li>• Sloping writing boards and pencil grips</li> </ul>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Our school has a very experienced SENCO who is approachable and willing to support all children’s needs in a positive manner.  All our staff are trained in a variety of ways and approaches which means we are able to adapt to a range of special needs. They are trained to deliver different intervention programmes. These include:</p> <ul style="list-style-type: none"> <li>• Reading programmes such as Toe by Toe, Read, Write Inc, PiXL, Dyslexikit and The Five Minute Box</li> <li>• Maths programmes such as The Number Box, Overcoming Barriers, PiXL, Numicon</li> <li>• LEGO Therapy, Time to Talk and Socially Speaking for children with Autism</li> <li>• ELKLAN strategies for children with speech and language difficulties</li> <li>• SEEMA and Racing to English for children with EAL</li> <li>• MSL handwriting programme and Motor Skills United for children with fine and gross motor difficulties</li> <li>• Meemo for children with working memory difficulties</li> </ul> <p>We have specialist Teaching Assistants in the following areas:</p> <ul style="list-style-type: none"> <li>• Maths (EYFS / KS1 / KS2)</li> <li>• English (KS2)</li> <li>• ASC (Autistic Spectrum Conditions)</li> <li>• Physical and Motor development</li> <li>• Reading (EYFS / KS1)</li> <li>• EAL (English As an Additional Language)</li> <li>• Speech and Language</li> </ul>
<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.  All staff are trained and supported in all areas of special needs that are currently identified in our school  CPD training is offered regularly on : Behaviour, Speech and language programmes ADHD training, Dyslexia training, Supporting EAL pupils in/out of</p>

	<p>the classroom, EMTAS support for specified EAL pupils The SENCO also supports staff on a daily basis.</p> <p>We use a work shadowing method to share good practice in our school. This means that all teaching staff work collaboratively (with each other) throughout the year and share teaching methods and ideas.</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>Test support arrangements are implemented all year round in preparation for the tests so that SEN children are ready for the tests.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> <li>• Booster Groups to give children extra help.</li> <li>• Pre-test breakfast clubs.</li> <li>• Tuition after school.</li> <li>• Readers or Scribes</li> <li>• Extra time provided for the tests</li> <li>• A separate, small classroom for anxious students or students with behaviour difficulties.</li> <li>• Coloured overlays and wipe boards for pupils with dyslexic tendencies.</li> </ul>
6. How do you share educational progress and outcomes with parents?	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Parents Evenings twice a year</li> <li>• School reports – 3 times a year</li> <li>• Additional meetings with parents if requested or required</li> <li>• Review of statements and EHCPs once a year or more often if necessary</li> <li>• Parent drop-ins to each class, every half term to share targets</li> <li>• Letters to parents of SEN children each half term to inform about targets / additional support / interventions</li> </ul>
7. What external teaching and learning do you offer?	<p>We have support from experienced teachers who work with the LSS, This includes an ASC teacher, specialist Dyslexia teacher and Dyscalculia teacher We have 1-1 tuition in Maths and English</p>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<p>No pupils access offsite provision</p>

9. What work experience opportunities do you offer?	None



# Annual Reviews

## 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>Our school follows Government and LA advice when reviewing statements or EHCPs. This includes</p> <ul style="list-style-type: none"> <li>• Sending invites to all parties involved with the child</li> <li>• Ensuring documentation from all relevant parties is shared</li> <li>• Ensuring that the Review meeting is held at a convenient location</li> <li>• Ensuring that the Review meeting is held at a convenient time for parents who work or have commitments during the day</li> <li>• Ensuring parent’s and pupil’s views are shared and listened to</li> <li>• Providing transport if needed</li> <li>• Providing a translator if needed</li> <li>• Consulting with staff prior to the meeting</li> <li>• Making parents aware of parent partnership support</li> <li>• Written report completed following the meeting</li> </ul>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>To ensure that we are meeting the needs of other children with SEN, we review our provision regularly.</p> <ul style="list-style-type: none"> <li>• We constantly monitor all children’s progress and identify children who are struggling at the end of each half term</li> <li>• We monitor intervention programmes to ensure they are effective</li> <li>• We change the groups of children who are involved in interventions</li> <li>• We review the SEN register and if children have made progress we move them off the register. If a child is falling behind they might be added to the register</li> <li>• The SENCO, class teachers and the TAs work very closely to communicate effectively about all SEN children.</li> </ul>



- We thoroughly monitor our interventions every half term in a very precise way. The TA, Teacher and SENCO meet to identify targets, monitor progress and assess the impact of the interventions.

# Keeping Children Safe

## 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>We have different handover arrangements depending on the age of the child. In the EYFS, parents bring their child into school in the morning and come into school at the end of the day. In KS1, Year 3 and Year 6D, parents wait with their child in the playground and the teachers come out to meet them. In Years 4, 5 and 6N, the parents wait outside the classroom doors with their child and the teachers come out to meet them. Children in Years 5 and 6 can go home alone if the school has written permission from the parents. Children are not allowed to go home with anyone unless we have written permission from the parent or verbal consent to the school office. Parking facilities are very limited and we ask parents with cars to wait outside the school grounds. We have two bays for disabled drivers / pupils</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>During break times, members of our teaching staff are always present on the playground. Pupils who are upset, lonely or worried can access staff during these times. During lunchtime, our TAs support the children so a familiar face is always visible. A member of the Senior Management Team (SMT) is always present in the canteen and on the playground at lunchtime We have a school Ambassador system so our older children support the younger children to ensure they are happy at break time and lunchtime. A PE coach teaches sports and playground games during this time.</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 undertaken for all school trips. PE lessons are always led by suitably qualified staff and risk assessments for individuals are undertaken if and when necessary.</p>

	Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing.
4. What are the school arrangements for undertaking risk assessments?	All in line with Salford LA
5. Where can parents find details of policies on bullying?	All our policies can be found on the school website.



# Health

## (including Emotional Health and Wellbeing)

### Health (including Emotional Health and Wellbeing)

1. What is the school's policy on administering medication?	Our School has a policy on medication administration, ratified and agreed by governors. This can be viewed on our website.
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?	<ul style="list-style-type: none"> <li>• A meeting is held with the parent/carer, Pupil &amp; Family Officer, SENCO, school nurse and any other professional who is involved with the pupil.</li> <li>• The care plan is then shared with all staff in a briefing and monitored by the Pupil &amp; Family Officer and SENCO every half term or sooner if needed,</li> <li>• Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.</li> </ul>
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> <li>• Call 999 if the emergency requires this</li> <li>• Contact a qualified first aider</li> <li>• Contact parent/carer, collect them or pay for a taxi if required</li> <li>• In absence of parent/carer a first aider would accompany the pupil to the hospital</li> <li>• If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.</li> </ul>
4. How do you ensure that staff are trained/qualified to deal with a	<ul style="list-style-type: none"> <li>• All staff are trained every 3 years on Safeguarding/Child protection</li> </ul>

child's particular needs?	<ul style="list-style-type: none"> <li>• Relevant staff undertake external courses provided by the LA and private companies</li> <li>• Asthma training is given in school to all staff</li> <li>• Relevant staff are trained on how to use an epi pen</li> <li>• We have a designated member of staff who is trained on CAF completion and other relevant documents, i.e. EWO referrals, etc.</li> <li>• To meet the needs of particular children, the school works closely with a range of outside professionals who provide training for specific learning needs such as ASD, ADHD, etc.</li> </ul>
5. Which health or therapy services can children access on school premises?	Speech and language therapy School nurse



# Communication with Parents

## 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?	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Annual letter informing about staff for following year</li> <li>• Parent drop ins each half term</li> <li>• School newsletter</li> <li>• School Twitter page</li> <li>• School Website / Blog</li> <li>• EYFS welcome meetings</li> <li>• Open door policy</li> <li>• Home visits are made if requested by parent</li> <li>• Class teacher informs parents about the SENCO</li> <li>• Pupil &amp; Family officer available</li> <li>• SENCO informs parents that she is available to talk to them as soon as possible or by appointment</li> <li>• Termly parent drop in with SENCO to discuss any concerns</li> </ul>
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	<ul style="list-style-type: none"> <li>• Termly parent workshop supporting / advising parents about particular areas of SEN or additional needs. E.g. Dyslexia, English As an Additional Language, Speech and Language</li> </ul>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<p>Our teachers are available to talk to parents briefly in the morning or after school. If a lengthier discussion is required then an appointment can be made.</p> <p>All parental concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?	<p>We update parents about their child's progress in a number of ways</p> <ul style="list-style-type: none"> <li>• Parents evenings</li> <li>• Home visits if requested</li> <li>• School reports</li> <li>• Reward cards</li> <li>• Telephone calls</li> <li>• Letters home</li> <li>• Text messages home</li> <li>• Informal chats before and after school</li> <li>• Parents can make an appointment</li> </ul>
5. How can parents give feedback to the school	<p>Parents can feedback in a number of ways</p> <ul style="list-style-type: none"> <li>• Parental meetings</li> <li>• Telephone calls</li> <li>• Governor meetings</li> <li>• questionnaires</li> <li>• Arrange to see staff at a mutually convenient time.</li> </ul>



# Working Together

## Working Together

1. Do you have home/school contracts?	Our school has home/school contracts which our parents are asked to sign at the beginning of each school year. The contract encourages parents to complete homework with their child, ensure their child is in school on time
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	and ensure their child has good attendance.
2. What opportunities do you offer for pupils to have their say? e.g. school council	Our School offers a range of opportunities for pupils to have their say. These include: <ul style="list-style-type: none"> <li>• Student Council- one per half term</li> <li>• School blog</li> <li>• Suggestion box</li> <li>• Staff listen to children on an informal basis</li> <li>• Children speak to a member staff that they feel comfortable with.</li> <li>• Children &amp; Family Officer is always available for the children to talk to</li> <li>• Termly student forum with HT or DHT</li> </ul>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> <li>• Parents Evenings</li> <li>• Review meetings</li> <li>• Open door policy</li> <li>• Arranging a meeting with teachers.</li> <li>• Governors coffee mornings</li> <li>• School questionnaires</li> </ul>
4. What opportunities are there for parents to get involved in the school or become school governors?	Parents are invited to be governors via letters, newsletters or the school website.
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)	Our school has a named Governor linked to SEN. The link governor comes into school once every term, any parent wishing to speak to the SEN governor can also attend the meeting. Governors attend attendance and behaviour panels.



## What Help and Support is available for the Family?

### What Help and Support is available for the Family?

1. Do you offer help with completing forms and paperwork? If yes, who	Our school does offer help completing forms if required.
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<p>normally provides this help and how would parents access this?</p>	<p>The SENCO or Pupil &amp; Families Officer would arrange to meet with them and help them complete all the necessary paper work. Parents are offered this service at a parental meeting or by phone. Home visits are undertaken if parent/carer can not get into school. Close links with SIASS who also support our parents with completion of forms. Pupil &amp; Families Officer will also help parents to complete CAFs, etc.</p>
<p>2. What information, advice and guidance can parents access through the school? Who normally provides this help and how would they access this?</p>	<p>Our school has a Pupil &amp; Families Officer who works very closely with parents and supports them in numerous ways including help with dealing with other agencies such as social care and housing. We also work closely with parents to try and ensure consistency in routines at home and at school to enable them to cope with any challenging behaviour their child might display.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>This is generally not an issue, but the school would offer a taxi or arrange for them to be collected by the Pupil &amp; Families Officer if necessary.</p>



# Transition from Primary School and School Leavers

## Transition from Primary School and School Leavers

<p>1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the high school, buddying etc)</p>	<p>We have close links with our nearest high school and most of our pupils attend there when they leave us.</p> <ul style="list-style-type: none"> <li>• Year 7 co-ordinator visits primary schools to speak to pupils in Year 6</li> <li>• Year 6 pupils visit on two occasions in the final term of Year 6.</li> <li>• Year 5 pupils visit the high school prior to applying for a place</li> <li>• SEN pupils and/or vulnerable pupils are placed in the nurture group</li> <li>• SEN pupils have additional visits to the high school with their parents</li> <li>• Children who need buddying are put in the same form to support each other.</li> </ul>
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## Extra Curricular Activities

<p>1. Do you offer school holiday and/or before and after school provision?</p>	<p>There is a before and after school club at Yogurt Pots, which is located in the</p>
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<p>If yes, please give details.</p>	<p>Sports Village along the road from our school– children from our school attend the club. School runs a range of after-school clubs including many sporting clubs, along with music, gardening, cooking, art and reading clubs.</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 several after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. All activities are free. At lunchtime, our children have access to the Play Pod which encourages imaginative, team-building, co-operative play. We also have a sports coach who organises a range of sporting activities for the older children at lunchtime. All clubs are mentioned in newsletters and on the website.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments and pre-visits are carried out, parents are consulted and parents are offered a place to accompany their child if needed. We also offer 1-1 support or small group support for pupils Pupils from families who are economically disadvantaged are offered free or heavily subsidised places on all trips and residential. When invites go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. Experienced, trained TAs accompany most trips out.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>We use a buddy system at break time and lunch time. Our teachers and TAs also support the children at break times and lunchtimes, encouraging them to play co-operatively.</p>

Please visit <http://www.lkps.co.uk/school-policies> to see copies of all of our school policies. Printed versions of these are available on request.

	<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>ASC</b>	<b>Autistic Spectrum Conditions</b>	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism often comprise of the following differences in a person with ASC: Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum conditions
	<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>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>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>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>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>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>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>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>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>	<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>
	<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>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>SIASS</b>	<b>Salford Information Advice and Support Services</b>	We offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care. We have a role in ensuring your views are heard, understood and respected
<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>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

	<b>Special Educational Needs</b>	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 <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.

