



St Joseph's RC Primary

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Local Offer Statement for St Joseph's R.C. Primary School Salford.

School/Academy Name	St Joseph's R.C. Primary Salford
Name and contact detail of your school's SENDCO	Mr Bostock 0161 921 1890

Persons/roles responsible for maintaining detail of the Local Offer for St Joseph's R.C. Primary School Salford.

Name of Person/Job Title	Mrs R. Hince Headteacher Mr R. Bostock - SENDCo		
Contact telephone number	0161 921 1890	Email	robert.bostock@salford.gov.uk

Teaching and Learning	
<ol style="list-style-type: none"> 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 SEND 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	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 	<ul style="list-style-type: none"> • All children in St.Joseph's experience quality first teaching rooted in high expectations for all learners, which includes differentiation. • In addition to this, we provide: <ul style="list-style-type: none"> • Teaching assistant support in every class, every day for at least half a day. • Working walt for writing and mathematics to prompt and reinforce learning. • Personalised 1-1 teaching to pupils' specific needs. • Small group support. • The school employs its own Specialist Speech and Language Therapist. She works one day a week to work with small groups and individual children throughout the school. She provides training for staff to deliver daily high quality support.

<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>	<ul style="list-style-type: none"> • All classes use a visual timetable to support organisation and reassure children with social and communication needs • We have a service level agreement with the EP service and we have bought in additional hours of support from the service and our assigned Educational Psychologist is Yad Campbell. • We access external agencies to support special additional needs including Learning Support Service (TS), Occupational Therapy (OT), Speech and Language Therapy (SALT) and our own Specialist Speech and Language Therapist. • One ELKLAN trained TA • Outdoor Learning provision - weekly
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • SENDCo currently completing NASENDCo • One TA is ELKLAN trained. • Five TA's deliver SALT interventions programmes supported by a qualified therapist. • Five TA's are trained in Phonics. • TA Visual Impairment training • TA Sensory Needs Training • Three TAs completed Emotional Health and Well being traing. • Two TAs completed Firstclass@number training
<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:</p> <ul style="list-style-type: none"> • ADHD • EMTAS support for specified EAL pupils. • Supporting EAL pupils in/out of the classroom. • CPD training is offered yearly for all staff to update them on SEND procedures and current legislation. • Additional ELKLAN training booked • Additional Mental Health training (5 week course)

<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> • Reasonable adjustments are planned for children in year six at the start of the year, so that the children are familiar with these when the time comes to take the tests. <p>These include:</p> <ul style="list-style-type: none"> • Readers during the mathematics test • Extra time for those children who have a statement • Small, quiet room for anxious children • Coloured overlays for children with dyslexia • Enlarged text tests for children with Visual Impairments.
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • At St.Jospeh’s we have an open door policy. Staff are willing to deal with concerns as they arise, but for a longer discussion, parents will need to make an appointment. The SENDCo is available when needed to discuss parental concerns or give advice. <p>During the year we share educational progress in the following ways:</p> <ul style="list-style-type: none"> • Parents Evenings in the autumn and spring terms • School reports in the summer term • Meetings with parents • Review of Education, Health and Care Plans • Review of ILPs (Individual Learning Plans) termly
<p>7. What external teaching and learning do you offer?</p>	<ul style="list-style-type: none"> • We do not have any children who are receiving external teaching and learning support.
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> • We do not have any children who are educated offsite.
<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> • We offer a block of work experience to children from All Hallows.
<p>Annual Reviews</p>	

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

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- Invitations sent to parents and all professional involved, by the SENDCO.
- Review meeting held at St Joseph’s R.C. Primary School.
- Consultation with staff prior to meeting.
- Review meeting held at a convenient time for parents who work, have commitments during the day.
- Make parents aware of the SIASS-Salford Information, Advice and Support Service. (Formerly the Parent Partnership).

2. What arrangements are in place for children with other SEN support needs.

For children with other SEN support needs their progress in learning is tracked by the class teacher, monitored by the assessment coordinator and the head teacher and the SENDCO, via book scrutinies, lesson observations, pupil progress chats and our marking system.

Progress is also shared with governors each term.

- Individual Learning Plans (ILPs) are shared with parents and children each term and parents are invited to contribute at the writing and evaluation stage. Teaching Assistants working with the child also contribute to the ILP.
- The SENDCO is always available to advise and support staff, parents and children as the need arises.
- Some children who are supported at school action plus have an annual review and support for transition to their next class.
- Phonics intervention for children in lower key stage 2.
- Literacy and numeracy interventions for children who are not working at age related expectations.

Keeping Children Safe	
<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 detail of policies on bullying. 	
Keeping Children Safe	
<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? 	<ul style="list-style-type: none"> • Parking facilities available in St.Joseph’s Parish Car Park • All entrance/exit doors are at ground level or have ramps for ease of access • All entrance/exit doors are manned by a member of staff at the start and end of each day. • The Head teacher and Deputy head greet children and parents each morning as they arrive.
<ol style="list-style-type: none"> 2. What support is offered during breaks and lunchtimes? 	<ul style="list-style-type: none"> • Year 6 pupils act as Prefects at lunchtime in the Foundation Stage and Key Stage One playgrounds. • Staff are available on the playgrounds. • Additional opportunities at break times e.g. Art Therapy, Italian group, quiet activities (board games) • Pupils who are upset, lonely or worried can access staff during the above times. • There are an appropriate number of lunchtime assistants working in the Foundation Stage and Key Stage One and Two Playgrounds.
<ol style="list-style-type: none"> 3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) 	<ul style="list-style-type: none"> • Risk assessments are completed for all trips and visits using EVOLVE • P.E. is taught by qualified sports coaches • We have twelve qualified first aiders in school.
<ol style="list-style-type: none"> 4. What are the school arrangements for undertaking risk assessments? 	<ul style="list-style-type: none"> • We use Salford EVOLVE for off-site trips. • Staff undertake a pre-visit check when appropriate • Ratios are strictly adhered to for all off-site trips.

	<ul style="list-style-type: none"> On site-risk assessments are completed as part of our Health and Safety policy.
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> What is the school’s policy on administering medication? How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? What would the school do in the case of a medical emergency 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? 	
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> What is the school’s policy on administering medication? 	<ul style="list-style-type: none"> For medication to be administered in school, it must be prescribed by a doctor and have a named chemist’s label on it. We can only give medication which is needed during the and/or before food. Parents/Carers must sign a consent form at the school office on the first morning they need the medicine to be administered. Children on long term medical care will have a care plan completed with parents and SENDCO and school nurse Fifteen members of staff have been trained on how to administer an EpiPen. Four members of staff have received training on dealing with children with diabetes. All teaching staff were given a brief overview of diabetes by Ms Dawn Anderson (Diabetic Nurse Specialist). Care plans drawn up in conjunction with the school nurse.
<ol style="list-style-type: none"> 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"> If a pupil has a long term medical need, parents, the school Nursing team and SENDCo work together to produce a care plan The care plan is shared with relevant staff and reviewed and updated annually or when required.

<p>3. What would the school do in the case of a medical emergency.</p>	<ul style="list-style-type: none"> • In the case of a medical emergency that poses a risk to life, we would call 999. Contact a qualified first aider. Contact the parent/carer, collect them or pay for a taxi if required. Inform Headteacher or member of SLT immediately. • In the absence of the parent/carer a first aider would accompany the pupil to the hospital.
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> • All staff are trained every three years on Safeguarding/Child Protection, with annual updates • Asthma training is given in school to all staff in school. • Staff members have been given training on the use of an EpiPen. • Mr Bostock has received training on how to complete a CAF form and other relevant documents.
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • The School Nursing Team are on site to complete routine checks; ie; eyesight, hearing, height and weight. Parents and Carers are informed letter when their child is due to be seen. • The Educational Psychologist can be accessed through school after discussion with the SENDCO.
<p>Communication with Parents</p>	
<ol style="list-style-type: none"> 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? 	
<p>Communication with Parents</p>	
<ol style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> • An induction pack is given to all Nursery/Reception and new parents prior to their child starting school.

	<ul style="list-style-type: none"> • Parents given information about who the SENDCO and Child Protection Officer – this is displayed around the school • Information is also distributed at parent’s evenings. • Information is available on the school website and Parent’s App
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> • Parents/Carers can speak to the class teacher both before and after school. • Parents can ring the school office to make an appointment to speak to the class teacher after school. • Due to current COVID restrictions, parents are encouraged to make an appointment via app, email or phone
3. How do you keep parents updated with their child/young person’s progress? 4. Do you offer Open Days?	<ul style="list-style-type: none"> • Parents/Carers meetings are held twice a year. • The school has termly meetings where the pupils are given targets and these are sent home to the parents/carers. • Reward assembly. • Open mornings following Parent’s Meetings
5. How can parents give feedback to the school	<ul style="list-style-type: none"> • Parents/Carers are asked to complete a questionnaire once a year. • Feedback can also be given online at Parent View. • http://www.parentview.ofsted.gov.uk/login • Intermittent feedback can be written in pupil’s reading record or in a letter addressed to the class or headteacher.
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?	<ul style="list-style-type: none"> • No

<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<ul style="list-style-type: none"> • The school are in the process of developing a School Council. The council will have representatives from Years 3 to 6. • School Chaplains • Sports Council • Eco-warriors
<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<ul style="list-style-type: none"> • The school offers two parents/carers meetings. Parents and carers are asked to complete the questionnaires on a regular basis. • The school offers termly meetings with the parents of those children who have a Statement of Special Educational Needs/EHCP. • Annual review meetings for children with a Statement of Special Educational Need/EHCP.
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<ul style="list-style-type: none"> • When there is a vacancy for a parent governor, all parents and carers are sent a letter and they are invited to apply as per the application process. • Regular Parent workshops for all year groups • Celebration and class assemblies • School productions • Support with trips and visits • Book sharing
<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>	<ul style="list-style-type: none"> • The Governing Body has an SEN designated Governor (Ms Paula Howe). • The SENDCO provides termly updates to the Governing Body.
<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>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>	
<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>	<ul style="list-style-type: none"> • SENDCO is available to assist with the completion of forms to support children and families. Parents/Carers can ask directly or make a request at the school office. • SENDCO will make parents/carers aware of the SIASS- Salford Information, Advice and Support Service who can support them with the completion of forms. • School staff help with High school applications, Free school meals etc.
<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>	<ul style="list-style-type: none"> • SENDCO will liaise with all agencies and will give support to any family requiring help. • Information available on the website
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<ul style="list-style-type: none"> • Children with limited ability access the gate near to the school entrance.
<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>2. What support is offered for young people leaving the school? (e.g. What support does the school offer for year 6 pupils coming to the careers guidance, visits to colleges, apprenticeships, supported employment etc)</p> <p>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>	<ul style="list-style-type: none"> •
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<ul style="list-style-type: none"> •

3. What advice/support do you offer young people and their parents about preparing for adulthood	•
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give detail. 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 detail.	• We have a breakfast club which runs from 8am each morning Due to current restrictions this is not available at the present time
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much ?	• After school activities do take place. Due to current restrictions this is not available at the present time
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> • All children are invited to attend clubs suitable for their year group. • Risk assessments are carried out prior to the residential trip taking place. • All trips are fully inclusive. • Parents may be given help to cover the cost of any residential trip, by paying over a longer period of time. The school subsidises the cost of all trips as parents are asked to make a contribution to the cost.
3 How do you help children and young people to make friends?	<ul style="list-style-type: none"> • We are a Catholic school and children are taught to respect others both peers and adults. Staff act as role models. • Staff plan for opportunities to model appropriate social behaviour and interaction • Children are given opportunities: 'To live life and have it to the full.' All children are given the opportunity to play a musical instrument regardless of their ability.

Weblinks to Key Policies

All policies are available on the school website: www.stjosephsordsall.co.uk

Glossary for Local Offer –

	Annual Review	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 professional 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.
ADHD/AD D	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>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.</p> <p>Children with ADD/ADHD may be:</p> <p>Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none">• Inattentive, but not hyperactive or impulsive.• Hyperactive and impulsive, but able to pay attention.

	Assessment	<p>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.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher.</p> <p>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.</p>
	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. The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> Socialisation - poor social skill; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	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 school and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	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 individual. See at 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 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.
	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 school 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 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 school 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 school and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement level 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 and 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.
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 school 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.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skill and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low level of concentration and under-developed social skill.
	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.
	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.
SIASS	Salford Information, Advice and Support Service.	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.
PD	Physical Difficulty	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. 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.
	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.

	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.
SENDCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENDCO 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.
	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 professional 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 school 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 (TA) 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	<p>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 professional 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).</p>
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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