



# Salford City Council

## St Andrew's CE Local Offer:

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. Our website includes the name and contact details of our SENCO and a link to the Local Authority's Local Offer.

This model template has been designed by a working group of schools in Salford to help schools 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 the school/academy. 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.

<b>School/Academy Name</b>	<b>St Andrew's C of E Primary School, Boothstown</b>
<b>Name and contact details of your school's SENCO</b>	<b>Jennifer Davies</b>

The name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy

<b>Name of Person/Job Title</b>	<b>Jennifer Davies (SENCO)</b>		
<b>Contact telephone number</b>	<b>0161 921 1640</b>	<b>Email</b>	<a href="mailto:jennifer.davies@salford.gov.uk">jennifer.davies@salford.gov.uk</a>

### What is the Local Offer?

- The *Children and Families Bill* will become statutory in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and people with Special Education needs (SEN) aged 0-25. This is the 'Local Offer'.
- The Local Offer is an important resource for parents in understanding the range of services and provision available in their local area, including at school.
- Our Local Offer will be reviewed annually.

### 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.st-andrews-worsley.salford.sch.uk/special-educational-needs/">http://www.st-andrews-worsley.salford.sch.uk/special-educational-needs/</a>		
<b>Name</b>	<b>Jennifer Davies</b>	<b>Date</b>	<b>December 2023</b>

**Local Offer:**

<b>Teaching and Learning</b>	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> <li>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)</li> <li>3. Staff specialisms/expertise around SEN or disability</li> <li>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</li> <li>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</li> <li>6. How do you share educational progress and outcomes with parents?</li> <li>7. What external teaching and learning do you offer?</li> <li>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</li> <li>9. What work experience opportunities do you offer?</li> </ol>	
<b>Teaching and Learning</b>	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> </ol>	<p>Teaching assistants                      Adapted maths classes in KS2                      Reasonable adaptations made to suit children's needs.                      Dyslexia friendly strategies                      Concrete resources frequently used                      Extra teacher support in some classes                      Quality First Teaching to pupils' specific needs                      Intervention work with teaching assistants and teachers</p>
<ol style="list-style-type: none"> <li>2. What provision do we offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</li> </ol>	<p>Advice from the Educational Psychologist to help form strategies that will support the children with specific needs.                      Devices are available to support pupils in independent learning                      Interactive whiteboards                      Coloured overlays for students with dyslexic tendencies                      ELKLAN Trained TAs and Teachers</p>
<ol style="list-style-type: none"> <li>3. Staff specialisms/expertise around SEN or disability</li> </ol>	<p>Dyslexia Friendly School                      Higher Level Teaching Assistants – experienced in using a range of interventions                      TAs trained in Phonics teaching</p>

	<p>ELKLAN trained Teachers</p> <p>Training provided to aid the delivery of certain interventions; e.g Lego Therapy, Colourful Semantics</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>Continuous Professional Development opportunities are offered.</p> <p>Dyslexia training</p> <p>Behaviour modifications</p> <p>SEN support, tracking and intervention</p> <p>Phonics</p> <p>Access to training delivered by LSS</p> <p>Access to training delivered by SALT</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements – include readers, scribes, extra time, small classroom for anxious students/behaviour students.</p> <p>Dyslexia friendly resources provided</p> <p>Adapted activities, worksheets and resources</p> <p>Teachers informed of all pupils' reading ages</p> <p>Teachers informed of all pupils with special needs</p> <p>Training for readers and scribes before exams.</p>
<p>6. How do we share educational progress and outcomes with parents?</p>	<p>Parents Evening – x 2 – Autumn term and Spring term</p> <p>Annual SATs preparation meetings with parents of Y6 pupils</p> <p>School reports – once yearly that indicate attainment against national norms</p> <p>Open door policy so that parents can discuss progress</p> <p>Termly Newsletters informing parents of curriculum work</p> <p>Meeting with parents – reviewing and developing IEPs/EHCP review meetings</p>
<p>7. What external teaching and learning do we offer?</p>	<p>After-school booster classes for year 6</p> <p>Trips and visits, including 2 residentials</p> <p>A variety of after school clubs including sport, the arts and academic subjects</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>No pupils require access to off-site provision</p>
<p>9. What work experience opportunities do we offer?</p>	<p>None of our children go on work experience but we do offer high school pupils a placement here.</p>
<p><b>Annual Reviews</b></p>	

<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	
<b>Annual Reviews</b>	
<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> </ol>	<ul style="list-style-type: none"> <li>Invites go to all parties involved</li> <li>A review meeting is held at a convenient location and time of day for all.</li> <li>A translator is provided if required</li> <li>Consultations with staff prior to the meeting</li> </ul>
<ol style="list-style-type: none"> <li>2. What arrangements are in place for children with other SEN support needs</li> </ol>	<ul style="list-style-type: none"> <li>SENCo support in school</li> <li>Small group interventions</li> <li>Phonics interventions</li> <li>Visits from the Educational Psychologist for assessments and strategies</li> <li>Group intervention – 6:1 for pupils who have SEN</li> <li>Counselling available from well-being trained teachers and Well-being Warriors</li> <li>Speech and Language services are accessed</li> <li>Learning Support Service and CAMHS are accessed.</li> <li>1:1 interventions available.</li> <li>Dyslexia friendly learning environments</li> <li>Wellbeing Leads</li> </ul>
<b>Keeping Children Safe</b>	
<ol style="list-style-type: none"> <li>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?</li> <li>2. What support is offered during breaks and lunchtimes?</li> <li>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</li> <li>4. What are the school arrangements for undertaking risk assessments?</li> <li>5. Where can parents find details of policies on bullying?</li> </ol>	
<b>Keeping Children Safe</b>	

<p>1. What handover arrangements will be made at the start and end of the school day? Do we have parking areas for pick up and drop offs?</p>	<p>Pupils in FS/KS1 are handed over personally to parents/relatives, following a password system.          KS2 staff escort pupils to the playground at the end of the day. Pupils not collected then wait at the office. The office staff/class teacher then phones home.          Parking facilities available          Staff entrance area where parents can wait for pupils          Accessibility arrangements to the building are in place for pupils with access needs</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>Adequate adult-pupil ratios are adhered to at all times          All staff have appropriate safeguarding training and DBS checks          Well being buddies are appointed to help other pupils          Pupils, who are upset, lonely or worried can speak to staff during the above times.          Place To Be counselling service is accessible to pupils          Staff on duty are all qualified and understand children's emotional needs</p>
<p>3. How do we ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>All equipment is regularly checked by qualified safety contractors          The site officer checks equipment and surfaces weekly          The GB also complete an annual H&amp;S check of fixed equipment          Risk assessments are undertaken for all school trips.          Individual Care Plans are drawn up for pupils in conjunction with the parent, school nurse or any outside agency          DFE appropriate adult pupil ratios are adhered to at all times          P.E lessons are always supervised and risk assessments for individuals with additional needs are undertaken if and when necessary</p>
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<p>All in line with Salford LA's Health and Safety requirements          Risk assessments are fully entrenched in school life</p>
<p>5. Where can parents find details of policies on bullying?</p>	<p><a href="#">Policies</a> can be found on the school website, however if parents request one, school will send out a hard copy via the school office.</p>
<p><b>Health (including Emotional Health and Wellbeing)</b></p>	
<p>1. What is the school's policy on administering medication?</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>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>	
<b>Health (including Emotional Health and Wellbeing)</b>	
<p>1. What is the school's policy on administering medication?</p>	<p>School has a policy on the administration of medicines in line with current government guidance, ratified and agreed by governors. A copy can be found on the website.</p>
<p>2. How do we work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<p>A meeting is held with the parent/carer, SENCo, school nurse and any other professional who is involved with the pupil. The care plan is then shared with all the staff in briefing and monitored. Parents are consulted should there be any adjustments made to the plan. All care plans are displayed in the staffroom and appropriate classrooms which includes staff with key roles. Care plans are discussed at induction and at frequent intervals with all staff.</p>
<p>3. What would the school do in the case of a medical emergency</p>	<p>Administer first aid, staff are qualified and would send for help Defibrillator is available on site – staff trained to use it First aid box can be accessed in every phase of the school, including the school office Call 999 Contact parent/carer In the absence of parent/carer a first aider would accompany the pupil to the hospital</p>
<p>4. How do we ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained on Safeguarding/Child protection 2 teachers are Mental Health and Well-being trained. Access to Well-being Warriors The Headteacher is the Designated child protection officer and the Deputy Headteacher is the deputy safeguarding lead Relevant staff undertake external courses provided by the LA and private companies</p>

	<p>Asthma training is given in school to all staff and some pupils in school</p> <p>Relevant staff trained on how to use an epi plan</p> <p>Relevant staff are trained on Early Help Assessment completion and other relevant documents</p> <p>Training is given to staff by outside professionals for ASD, ADHD, EAL, etc – when required, e.g new child starting</p>
5. Which health or therapy services can children access on school premises?	<p>The school nurse can be contacted if requested.</p> <p>The nurse carries out hearing tests and health checks in Reception and year 6.</p> <p>Wellbeing leads accessible</p>
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<b>Communication with Parents</b>	
1. How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	<p>Information is available on the school website. Staff roles and photographs are published on the website.</p> <p>Information is also distributed at various times throughout the school year.</p> <p>Termly newsletters are sent out from each year group</p> <p>The contact details for the SENCo are available on the website.</p>
2. Do parents have to make an appointment to meet with staff or do we have an Open Door policy?	<p>Open door policy to speak to a member of staff but an appointment can be made if parents/carers request to speak to a teacher.</p> <p>All parental concerns are dealt with in a timely manner.</p>
3. How do we keep parents updated with their child/young person’s progress?	<p>We arrange transition meetings(FS, KS1 and KS2)</p> <p>Parents evenings - twice yearly</p> <p>School reports - annually</p> <p>Home visits for new nursery children</p> <p>Reward stickers – certificates in assembly – Pupil of the Week</p> <p>HT letters home</p> <p>Telephone calls about a child’s needs/progress</p>
4. Do we offer Open Days?	<p>Induction evening takes place in July for new intake.</p>

	Parents can make an appointment to tour the school at anytime Parents' evenings in Nov and March
5. How can parents give feedback to the school	Via parent questionnaire feedback At parent meetings with teachers Arrange to see staff at a mutually convenient times At IEP meetings. Direct to the HT
<b>Working Together</b>	
<ol style="list-style-type: none"> <li>1. Do you have home/school contracts?</li> <li>2. What opportunities do you offer for pupils to have their say? e.g. school council</li> <li>3. What opportunities are there for parents to have their say about their son/daughter's education?</li> <li>4. What opportunities are there for parents to get involved in the school or become school governors?</li> <li>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)</li> </ol>	
<b>Working Together</b>	
1. Do you have home/school contracts?	These are all kept confidentially in the school office
2. What opportunities do you offer for pupils to have their say? e.g. school council	Student council meetings Listen to the children on an informal basis, when they come to a trusted adult Spiritual Leaders, Eco Council and Global Neighbour teams. Children complete a wellbeing survey as part of The Place To Be offer Pupil interviews Feelings check-in boards Well-being sessions
3. What opportunities are there for parents to have their say about their son/daughter's education?	Feedback through questionnaires Parents' Evenings SEN review meetings Open door policy Arranging a meeting with teachers – face to face or over the phone.
4. What opportunities are there for parents to get involved in the school or become school governors?	Invitation to be a governor given to all parents when positions arise via the newsletter and email PTA Careers day – parents invited in to discuss with year 5 and 6 to discuss careers.

<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>Governor linked to SEN – termly meetings to update. Governor linked to SEN or vice chair visits school termly, parents can come in to meet them if they wish. Governors attend attendance and behaviour panels if necessary</p>
<p><b>What Help and Support is available for the Family?</b></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><b>What Help and Support is available for the Family?</b></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>SENCo would arrange to meet with parents and help them complete all the necessary paperwork Parents are offered this service at a parental meeting or by phone. Close links with LA and SIASS who also support our parents with completion of forms.</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>Information on school website Internal noticeboards around school.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>Not really been an issue, but would offer a taxi or arrange for them to be collected by the attendance co-ordinator if necessary.</p>
<p><b>Transition from Primary School and School Leavers</b></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><b>Transition from Primary School and School Leavers</b></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>Year 6 pupils visit their chosen high school on occasions in the final term</p>

	High school staff meet with Y6 staff to discuss transition issues SEN staff are available around school if there are any initial difficulties Visits to the school for SENCo to meet SENCo and Y6 teacher
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	N/A
3. What advice/support do you offer young people and their parents about preparing for adulthood	Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils. Following the school ethos.
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends?	
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	Before school – Breakfast club After school club – Wasps Variety of sport clubs organised by staff
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	There are numerous after school activities that pupils are warmly invited to attend and we actively encourage pupils to participate in these. All activities are free. Clubs during lunch times All clubs are advertised on the website.
3. How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if the school felt it necessary. 1:1 support or small group support for pupils where

	<p>required. No child is prevented from attending any school activity because of their needs.</p> <p>Adaptations are made to ensure all children are included, and encouraged.</p> <p>When necessary, separate meetings will be held to discuss arrangements for children with specific needs.</p> <p>Experienced, trained TAs accompany most trips out.</p>
4. How do you help children and young people to make friends?	<p>Through:</p> <p>assemblies, Class Council, playground buddies, the school ethos promotes friendships and good relations.</p> <p>A buddy bench promotes inclusivity</p>

### Glossary for Local Offer

	<b>Adaptation</b>	<p>is a change to curriculum, instruction, testing format, activity or procedure that allows a pupil to demonstrate their abilities and potential.</p> <p>Adaptive teaching strategies supports diverse learners and recognises different abilities and backgrounds but their ability to carry out a task is not presumed. Support is provided if and when required.</p>
	<b>Annual Review</b>	<p>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.</p>
<b>ADHD/ADD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	<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> <ul style="list-style-type: none"> <li>• Inattentive, hyperactive, and impulsive (the most common form)</li> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	<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 SENCO, 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>
	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	<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"> <li>Socialisation - poor social skills;</li> <li>Communication - difficulties with speech language and communication;</li> <li>Imagination - rigid thought and resistance to change.</li> </ul> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	<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>Dysarthria</b>	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial

		difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
<b>HI</b>	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

<b>IEP</b>	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	<b>Learning Mentors</b>	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
<b>LEA</b>	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
<b>LSU</b>	<b>Learning Support Unit</b>	A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	<b>National Curriculum Inclusion Statement</b>	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	<b>Nurture Room</b>	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training

		and youth work.
<b>PPO</b>	<b>Parent Partnership Officer</b>	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends 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.
	<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>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
<b>SEN</b>	<b>Special Educational</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>Needs</b>	
	<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>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.