

## Local Offer: Template for Schools/Academies

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

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

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

When you have completed your Local Offer, please could you complete the following details and return the document by email to [Children.families@salford.gov.uk](mailto:Children.families@salford.gov.uk) . *Please could these be returned to us by 30<sup>th</sup> May 2014.*

<b>School/Academy Name</b>	<b>Summerville Primary School</b>
<b>Name and contact details of your school's SENCO</b>	<b>Jo Forman jo.forman@salford.gov.uk</b>

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

<b>Name of Person/Job Title</b>	<b>Joanne Jordan Headteacher Jo Forman SENCO</b>		
<b>Contact telephone number</b>	<b>0161 736 4814</b>	<b>Email</b>	<a href="mailto:summerville.primaryschool@salford.gov.uk">summerville.primaryschool@salford.gov.uk</a>

### 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.summervilleprimary.co.uk/policies.php">http://www.summervilleprimary.co.uk/policies.php</a>		
<b>Name</b>	<b>Joanne Jordan</b>	<b>Name</b>	<b>7.09.2015</b>

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

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

### Teaching and Learning

1. What additional support can be provided in the classroom?
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
3. Staff specialisms/expertise around SEN or disability
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?
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

1. What additional support can be provided in the classroom?

**In addition to the high quality teaching including differentiation, questioning and support from the teacher we can provide;**

- A least one learning support assistant supporting every class in at least morning lessons and during afternoon sessions when needed.
- Small group work targeting misconceptions.
- Working walls in classroom and environments that reflect current learning.
- Reading Recovery Teacher.
- Targeted interventions delivered by trained teaching assistants in afternoon sessions.
- City Year Mentors in Y2-Y6

<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"> <li>• Advice from Senior Educational Psychologist – Joanne Snee</li> <li>• The school invests 108 hours of educational psychology services a year in addition to that provided by the Local Authority.</li> <li>• Support from Learning Support Services supporting children with needs including; Speech and Language, MEATS, Behaviour Support, Occupational Therapy, Paediatrician support, Hearing Impairment and Visual Impairment.</li> <li>• Learning Support Assistants and Reception class teacher trained in delivering a speech and language programme. (ELKLAN)</li> <li>• ‘Wild Things’ outdoor therapeutic intervention for Y1 &amp; Y2 (EQE consultancy)</li> <li>• Fischer Family Trust Intervention for Reading and Writing.</li> <li>• Better Reading Partners Intervention</li> <li>• Writing Intervention (Write Away Together)</li> <li>• Maths Intervention (First Class at Number)</li> <li>• Numicon Trained Staff (Maths Resource)</li> <li>• Restorative Justice / Neighbourhood Justice Panels</li> <li>• Wild Crew/Wild Things Therapeutic Intervention</li> <li>• Nurture Breakfast Club</li> <li>• Place2Be – Play Therapy with experienced and qualified counsellors.</li> <li>• Booster Groups for children with identified needs</li> <li>• Y6 residential the weekend before SATs at Ghyll Head Outdoor Learning Centre</li> <li>• Pyramid Club</li> </ul>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> <li>• SENCO is Mrs Forman</li> <li>• 8 Learning Support Assistants and 1 teacher trained in developing speech and language skills in children (ELKLAN)</li> <li>• Reading Recovery Teacher</li> <li>• Every Child a Writer Teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• LSA's all professionally trained in the interventions that they deliver.</li> <li>• Support from Local Authority learning support service.</li> </ul>
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<ul style="list-style-type: none"> <li>• Support from SENCO available</li> <li>• Support and advise from Educational Psychologist (X0.5 days a week)</li> <li>• Advice and support from Learning Support Service</li> <li>• Strong focus on continuing professional development</li> <li>• Behaviour management training(on going)</li> <li>• EMTAS Support</li> <li>• Dyslexia Training</li> <li>• Attachment Training for all Staff</li> <li>• Emotional Coaching</li> <li>• Support from Salford Learning Support Service</li> </ul>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<ul style="list-style-type: none"> <li>• Access Arrangements – Readers/Scribes/Extra Time/Prompters</li> <li>• Booster groups to prepare children</li> <li>• Pre exam support.</li> <li>• Examinations conducting in several sittings and in familiar locations to support children with emotional needs.</li> <li>• Teachers aware of all pupils with Special Educational Needs across the school.</li> <li>• Experienced Staff used as scribes, prompters and readers</li> <li>• Breakfast club during SAT's week for Year 6 Children.</li> </ul>
6. How do you share educational progress and outcomes with parents?	<ul style="list-style-type: none"> <li>• Parents Evenings – 3 Times per Year</li> <li>• School Reports – 3 Times per year</li> <li>• Meetings with parents on an informal basis.</li> <li>• Foundation Stage Key Person Meetings</li> <li>• Pastoral Support Plans</li> <li>• Review of Statements/ EHCP</li> </ul>
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> <li>• Summerville has been asked to support other schools in regards to</li> </ul>

	<p>positive behaviour management.</p> <ul style="list-style-type: none"> <li>• Y1 teacher used by LA to model effective practise in Y1</li> </ul>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<ul style="list-style-type: none"> <li>• Strong links made with Alderbrook PPC to support children with Emotional and Health needs (referrals to The Link Project)</li> <li>• Regular contact maintained with off-site provision.</li> <li>• Review meeting held every half term.</li> </ul>
9. What work experience opportunities do you offer?	We offer work experience opportunities to a number of adults undertaking teaching and teaching assistant courses at local colleges and providers.
<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> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	
<b>Annual Reviews</b>	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> <li>• Invites sent to all parties involved including parents.</li> <li>• Review meeting held at convenient location</li> <li>• Review meeting held at a convenient date and time of day.</li> <li>• Translator provided if needed.</li> <li>• Consultation with key staff before.</li> <li>• Making parents aware of the Parent Partnership Office.</li> <li>• Obtaining reports of those unable to attend.</li> </ul>
2. What arrangements are in place for children with other SEN support needs	<ul style="list-style-type: none"> <li>• Fischer Family Trust Intervention for Reading and Writing.</li> <li>• Better Reading Partners Intervention</li> <li>• Write Away Together Intervention</li> <li>• First Class at Number Intervention</li> <li>• Numicon Trained Staff</li> <li>• Restorative Justice / Neighbourhood Justice Panels</li> <li>• Wild Crew/Wild Things Therapeutic Intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• Therapeutic Breakfast Club</li> <li>• Place2Be – Play Therapy with experienced and qualified counsellors.</li> <li>• Booster Groups for identified children.</li> <li>• Use of Learning Mentors Room</li> <li>• Use of School Intervention Suite</li> <li>• Pyramid Club</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 pupils stay 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>	
<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> </ol>	<ul style="list-style-type: none"> <li>• Walking bus every morning</li> <li>• School car park available at the start and end of the school day to drop off and collect specific children.</li> <li>• Entrance area where parents can wait for children</li> <li>• Staff able to speak on a 1:1 basis to parents and carers. (Confidentially when required)</li> </ul>
<ol style="list-style-type: none"> <li>2. What support is offered during breaks and lunchtimes?</li> </ol>	<ul style="list-style-type: none"> <li>• Member of the Senior Leadership Team on the playground wherever possible.</li> <li>• Staffed chill out room that is open at lunchtime.</li> <li>• Staffed computer room available at lunchtime</li> <li>• Children able to stay indoors at lunchtime if worried or upset</li> <li>• Place2Talk Counselling sessions as needed.</li> <li>• Children able to eat lunch outside the dining room if needed</li> <li>• Children able to go home for lunch if needed.</li> <li>• City Year mentors supporting children at break times</li> </ul>
<ol style="list-style-type: none"> <li>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</li> </ol>	<ul style="list-style-type: none"> <li>• Staff aware of key children to monitor and support during key transition points during the school day.</li> <li>• Risk Assessments and Pre visits are conducted prior to any school</li> </ul>

	<p>visit.</p> <ul style="list-style-type: none"> <li>• Online risk assessments completed and referred to a Local Authority Officer as required.</li> <li>• PE lessons always conducted by a school based teacher / member of staff and additional risk assessments undertaken as needed.</li> <li>• High Staff Ratios on all school visits.</li> <li>• Additional adults taken if needed to support vulnerable children.</li> </ul>
4. What are the school arrangements for undertaking risk assessments?	In line with the Salford Local Authority.
5. Where can parents find details of policies on bullying?	Policies can be found on the school website at <a href="http://www.summervilleprimary.co.uk/policies.php">http://www.summervilleprimary.co.uk/policies.php</a> alternatively paper copies can be obtained from the school office.
<b>Health (including Emotional Health and Wellbeing)</b>	
<ol style="list-style-type: none"> <li>1. What is the school's policy on administering medication?</li> <li>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</li> <li>3. What would the school do in the case of a medical emergency?</li> <li>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> <li>5. Which health or therapy services can children access on school premises?</li> </ol>	
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	We have a managing medicines policy that is regularly adhered to and monitored. All cases are dealt with on an individual basis. A copy of the policy can be obtained from the school office.
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?	Meeting is conducted between parents, school staff, school nurse and any other professionals involved. The care plan is then shared with all parties involved directly with the child and monitored by the lead professional.
3. What would the school do in the case of a medical emergency	Call 999 Contact school first aider



	<p>Collect parents or arrange for them to be collected and pay for a taxi if required.</p> <p>Member of school staff to accompany child to hospital in the absence of parents.</p> <p>Offer of a member of staff to stay with the parent &amp; child if needed / requested.</p>
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> <li>• All staff members are trained every 3 years on safeguarding and child protection.</li> <li>• Relevant staff undertake regular external courses provided by the Local Authority and External Consultants</li> <li>• Three members of staff trained on CAF completion and related documents.</li> </ul>
5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> <li>• Place2Be – Onsite therapeutic counselling service.</li> <li>• Speech and language therapist in school 18 days a year</li> </ul>
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<b>Communication with Parents</b>	
1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	<ul style="list-style-type: none"> <li>• Names and information published on school website.</li> <li>• Home visits made to all new nursery children prior to admission.</li> <li>• Home visits made if requested by parents</li> <li>• Regular newsletters to parents.</li> </ul>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	Wherever possible parents will be seen straight away however due to the teaching commitments of members of staff an appointment may need to be made. All parents are seen as swiftly as possible.

<p>3. How do you keep parents updated with their child/young person's progress?</p>	<ul style="list-style-type: none"> <li>• Parents Evenings</li> <li>• Parent Workshops</li> <li>• Newsletters</li> <li>• Attendance letters</li> <li>• Reports to parents</li> <li>• Reward Charts</li> <li>• Choices Charts</li> <li>• Telephone Calls</li> <li>• Stay and play sessions</li> <li>• New and perspective parents can make an appointment to tour the school and meet with the Headteacher.</li> </ul>
<p>4. Do you offer Open Days?</p>	<p>Play and stay sessions for all new parents. New parents invited to look around the school.</p>
<p>5. How can parents give feedback to the school</p>	<ul style="list-style-type: none"> <li>• OFSTED Parent questionnaires sent to parents every term and parents asked to complete at parents evening.</li> <li>• The school provides access to the school computer suite for parents to complete parent view questionnaire on the OFSTED website.</li> </ul>
<p><b>Working Together</b></p>	
<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>	
<p><b>Working Together</b></p>	
<p>1. Do you have home/school contracts?</p>	<p>Yes</p>

<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<ul style="list-style-type: none"> <li>• Head Boy / Head Girl</li> <li>• Deputy Head Boy / Deputy Head Girl</li> <li>• School Council</li> <li>• Peer Mediators</li> <li>• ECO committee</li> <li>• ECadets</li> </ul>
<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"> <li>• Parents Evenings</li> <li>• Pastoral Support Plan Meetings</li> <li>• Behaviour Reviews</li> <li>• Arranging a meeting with parents / staff.</li> <li>• Open door policy.</li> </ul>
<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"> <li>• When a vacancy arises parents are informed and invited to apply to be a school governor.</li> <li>• Parents welcome to approach school to volunteer in school.</li> </ul>
<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"> <li>• Link Special Educational Needs Governor</li> <li>• Pastoral and Welfare Committee</li> <li>• Attendance and Behaviour Governor</li> <li>• Neighbourhood Justice Panels</li> <li>• LAC and CP governor</li> </ul>

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

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?

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

1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	Yes – Headteacher or Deputy Headteacher (SENCO) arrange to meet parents and complete paperwork with them. Close links made with the Parent Partnership Office (PPO)
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?	Leaflets available in school Advice through Senior Leadership Team.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	Not a real issue but will offer support with transport and have an understanding when children are late when having to travel a long distance or have exceptional circumstances which impact on punctuality.
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood?	
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	Visits to the school Buddy Systems in place to integrate new children Extra visits planned for Year 6 leavers with additional needs Good links with all close secondary schools Key staff from secondary school visit Summerville to meet children and introduce themselves.
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	Links with secondary schools Extra visits planned for children with Special Educational Needs Support for parents and carers completing high school paper work.
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

	<p>other and the pupils. SEAL Curriculum Wild Crew Therapeutic Intervention RESPECT programme for Y5 and Y6</p>
<b>Extra-Curricular Activities</b>	
<ol style="list-style-type: none"> <li>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</li> <li>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</li> <li>3. How do you make sure clubs, activities and residential trips are inclusive?</li> <li>4. How do you help children and young people to make friends?</li> </ol>	
<b>Extra-Curricular Activities</b>	
<ol style="list-style-type: none"> <li>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</li> </ol>	<p>School holiday clubs are not provided by the school. Before school club – Monday – Friday: 7:45am – 8:30am £2.00 for the first child and £1.00 for each sibling thereafter. After School Clubs – Monday – Thursday: 3:00pm – 4:15pm £2.00 for the first child and £1.00 for each sibling thereafter. Football and netball training – for school teams. Provided FREE OF CHARGE Pyramid Club for children to encourage friendships and good relationships. - Provided FREE OF CHARGE Walking Bus</p>
<ol style="list-style-type: none"> <li>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</li> </ol>	<p>Before School Club – Computing, Craft Activities. After School – Pyramid Club, Football &amp; Netball Training, Painting, Cheerleading, Cooking, Computers and Craft. Charging as above.</p>
<ol style="list-style-type: none"> <li>3. How do you make sure clubs, activities and residential trips are inclusive?</li> </ol>	<p>All children are able to take part School sports funding used to help those who struggle to pay Parents able to pay for trips and visits in instalments. No children excluded.</p>
<ol style="list-style-type: none"> <li>4. How do you help children and young people to make friends?</li> </ol>	<p>Playground Buddy's SEAL Curriculum</p>

	Child of the Week Targets Pyramid Club Restorative Justice
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### GLOSSARY OF SEN TERMS

	<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>	<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"> <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.

		<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>Differentiation</b>	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dysarthria</b>	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.

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



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

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

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

	<b>Special Educational Needs</b>	child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	<b>Transition</b>	Transition is when a child moves from one setting to another, such as from home to a child-minder, 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.

