



Summerville Primary School – SEND Local Offer 2020-21

School/Academy Name	Summerville Primary School
Name and contact details of your school's SENDCo	Jo Forman jo.forman@salford.gov.uk 0161 736 4814

Name of Person/Job Title	Jo Forman – SENDCo Joanne Jordan - Headteacher		
Contact telephone number	0161 736 4814	Email	summerville.primary@salford.gov.uk

Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>Our aim is to offer a high standard of teaching to all pupils in our school. In addition to this, school does offer additional support in many different ways for pupils with SEND. This may include:-</p> <ul style="list-style-type: none">• Differentiated work. All our staff are trained to make materials work easier or more challenging so that every child is able to learn at their own level.• Staff work together to support all children’s personalised learning objectives on their individual education plans (IEPs) which have smart targets outlining next steps in learning to support pupils’ needs.• School works closely with outside agencies to make sure that all children are able to access the curriculum e.g. some children need more hands on resources to learn mathematical concepts.• Support from a Learning Support Assistant (LSA): a member of staff who works under the direction of the class teacher and Phase Leader. In our school LSA’s are responsible for supporting the learning of small groups, 1:1 and delivering pre-teach and interventions to children.• We have a team of 11 LSA’s who work across the school.• All classes have a visual timetable. They also have access to increased use of visual aids, task boards and where needed, individual workstations.• Classes have Calm Down boxes and access to Sensory breaks.• Implementing specialist advice and support from outside professionals e.g. speech and language programmes/physiotherapy/occupational therapy programmes.• Support from the pastoral team, this is often related to behaviour or wellbeing. This includes Support from Our Learning mentor, Mandy Gilluley, and an additional TA, Leanne Doyle, who are trained in therapeutic interventions and provide enhanced SEMH/ nurture support for children experiencing difficulties.• We have a Learning Mentor, Mandy Gilluley, who is responsible for attendance and punctuality, lead professionals for TAF meetings and parental engagement, and the deputy safeguarding officers in school.• We have a therapeutic nurture room with a sensory calm space.• If additional funding is allocated from SEND to a child through an Education Health Care Plan, we will use this funding to provide additional support for the child; this may be provision of an additional person at key times or a specific resource. If we think your child needs additional support from an LSA on a regular basis, we will tell you.• We make reasonable adjustments to ensure that the needs of children with SEND are met. The needs of all our learners are in line with our duties under the Single Equality Act 2010
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external</p>	<ul style="list-style-type: none">• The SENDCo works closely with the class teacher, parents and outside agencies.• Where a child has more complex needs, parents, school and a wider body of professionals meet frequently to support the needs of the pupil.

<p>agencies and equipment/facilities)</p>	<ul style="list-style-type: none"> • Speech and language therapists may offer assessments and advice within school rather than in the clinic. • School have access to a wider group of professionals to seek advice and support eg Educational Psychology, which is always with parental consent. • School were involved in a CAMHS/Schools pilot programme, which now means that school is able to refer directly to CAMHS. • School are also part of a CAMHS pilot – i-reach where a CAMHS Children and Young Person’s practitioner works with pupils and parents in school once a week for a block of support. We have a service level agreement with Salford’s Educational Psychology Service and our assigned Educational Psychologist is Joanne Snee. • We access external agencies to support special additional needs including Learning Support Services (LSS) ; Primary Inclusion Team (PIT) Speech and Language (SALT), Ethnic Minority Achievement Service (EMTAS) Occupational Therapy (OT). • LSA’s trained in delivering a speech and language programme. (ELKLAN). • We use co-operative learning structures (Kagan) in the classroom. • Some children need particular pieces of equipment to help them work and learn more independently. In our school we have; • Laptops, iPads and recording devices which can be used for recording work if a child has writing difficulties. • We use coloured overlays for children experiencing visual stress. • We provide sensory breaks and resources for pupils with sensory needs. • Our classrooms offer lots of visual prompts and supports for those children that have learning difficulties. We use Boardmaker symbols to support pupils communication skills, reduce anxiety and develop children’s independence. Every class uses a visual timetable through the day. • Physical aids, such as different sized pencils and grips, writing wedges, ear defenders, weighted lap belts/ blankets, wobble cushions, chair bands, coloured overlays, etc. <p>We make reasonable adjustments to ensure that children with SEND are not treated less favourably. The needs of all our learners are in line with our duties under the Single Equality Act 2010.</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • Mrs Forman is our SENDCo. She is approachable and always willing to work with families and support their children’s needs. • Learning Mentor and an additional LSA who work from our schools therapeutic inclusion room offering therapeutic 1:1 and group interventions to children who have SEMH needs. • Place2Be counselling service is on site 3 days a week with a project manager. This service offers play therapy and time to talk sessions for children to support their well

	<p>being and mental health. Counselling sessions for parents are also available.</p> <ul style="list-style-type: none"> • 8 members of staff, including the SENDCo, teachers and Learning Support Assistants are trained in developing speech and language skills in children (ELKLAN). • LSA's are professionally trained in the delivery of specific interventions <ul style="list-style-type: none"> ➤ Talk Boost, ➤ Fischer Family Trust Reading and writing intervention ➤ Better Reading Partners ➤ Reading Inference ➤ Write Away Together ➤ 1st Class @ Number ➤ Precision Teaching ➤ Develop memory skills Dyslexia training GI Assessment Dyslexia <ul style="list-style-type: none"> ➤ In the Early Years staff are trained in undertaking Wellcomm and Colourful Semantics speech and language interventions. Social skills interventions including:- <ul style="list-style-type: none"> ➤ Lego Therapy ➤ Circle of Friends <p>Designated staff at school are trained in :-</p> <ul style="list-style-type: none"> ➤ Writing social stories and comic strip scenarios. ➤ Completing CAMHS referrals ➤ Undertaking GI Assessment Dyslexia screening ➤ Providing Dyslexia support ➤ Visual stress tests ➤ Digit span memory assessments ➤ Delivering anxiety interventions and support ➤ ADHD ➤ ASD <ul style="list-style-type: none"> • Two members of staff, Miss Jordan and Miss Gilluley are Attachment Leads. • All staff have had recent indepth Attachment training. • Three staff are trained in supporting bereaved children. • We are working towards becoming an Emotionally Friendly school and an Attachment Aware school.
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<ul style="list-style-type: none"> • SENDCo attends regular SEN training and SEN cluster meetings. • Support from Springwood Special School, Alder Brook Pupil Referral Unit and the Primary Inclusion Team.

	<ul style="list-style-type: none"> • Support from Senior Educational Psychologist: Joanne Snee . • EMTAS Support for specified EAL and GRT children. • Part of CAMHS in Schools pilot project which allows use to make referrals and seek advice and support through a named person. <p>CPD training offered:</p> <ul style="list-style-type: none"> • ADHD • Attachment and well being support • ASC • Dyslexia • Behaviour and SEMH programmes • Supporting EAL pupils in/out of the classroom • Attachment Training • Precision teaching • Speech and language needs • CPD training is offered yearly for all staff to update on SEND procedures and current legislation. • We work closely with LSS Hearing/ Visual Impairment Team to support the needs of Hearing/ Visually Impaired pupils.
<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"> • 1:1 support and small group support when needed in class. • Y6 Booster groups to prepare children for exams. • Experienced Staff used as scribes, prompters and readers during SATs tests. • Applications made for additional time, rest breaks, early opening if needed. • Breakfast club during SAT's week for Year 6 Children. • A separate small room is available for some children to carry out their tests. • Brain breaks during tests. • Emotional support available. • Support for parents on how to support their children is always offered.
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Parents Evenings – 2 times per year. • School Reports once yearly. • Meetings with parents as appropriate. • Open door policy. • Early Years Foundation Stage Key Person Meetings with on-going access to children's profiles which are regularly updated. • Pastoral Support Plan Meetings. • Review of EHCPs annually. • Review of IEPs three times (as a minimum) a year. • Parents/carers are encouraged to be fully involved in his/her child's learning and progress

	throughout the year.
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> • The Ethnic Minority Achievement Service support identified EAL and GRT pupils in school • Learning Support Service provide support for identified areas of need e.g. strategies to support children with ASC, dyslexia, visual/hearing impairment. • We have small group maths tuition for children in Y6 delivered by The Tutor Trust. • The Primary Inclusion Team deliver small group behaviour interventions and support.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<ul style="list-style-type: none"> • We have a strong link with Alder Brook PRU and when pupils attend there on short or long term placements we make a daily phone call, visit once a week and have regular updates and contact. • Should further off site provision be needed we would liaise closely with the provision regarding, curriculum, progress and attendance.
9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> • High school work experience placements. • Placements for Teaching Assistant training. • Placements for student teachers for both BEd and PGCE courses. • We have trained teachers through Teach First and Schools Direct.
Annual Reviews	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<p>At Summerville we follow the Government and LA advice when reviewing EHCP's:</p> <ul style="list-style-type: none"> • Each year, Child Centred Reviews take place, where parents, schools and professionals meet to discuss progress and next steps (children with an EHCP). • All parents of SEN pupils are invited to review and discuss their child's progress on a termly basis with the SENDCo. An open door policy is in place if parents wish to come in to school and discuss any concerns with the SENDCo. Any initial concerns should first be discussed with the class teacher. • The SENDCo ensures all documentation from all parties is copied and shared. • Invitations sent to parents/carers and all professionals involved, by the SENDCo. • Review meeting held at convenient location. • Review meeting held at a convenient date and time of day. • Translator provided if needed. • Consultation with key staff prior to the meeting. • Obtaining reports of those unable to attend. • Making parents/carers aware of parent partnership support – SIASS. • Ensuring that parents/carers feel welcomed and that meetings are a time to celebrate and ensure all needs are being met, changes that need to be made are embraced to ensure maximum support and that identified outcomes and objectives are relevant. • A detailed report is written by the SENDCo after the EHCP meeting and shared with all parties and is sent to Salford LA SEN department.
2. What arrangements are in place for children	<ul style="list-style-type: none"> • Class sizes are kept to a maximum of 30.

with other SEN support needs	<ul style="list-style-type: none"> • LSA's are placed to meet the needs of the cohort and to support learning. • Place2Be counselling service on site 3 days a week, a project manager liaises with key staff, parents, carers and children. • Play Plans and IEPs reviewed and updated at least three times yearly. • All children discussed by class teacher with phase leader, headteacher and SENDCo at half termly pupil progress meetings. • We review the SEN register at termly and where children have made good progress we remove them. If we have concerns about a child, for example they are not making progress we may add them to the register, speaking to all involved ensuring the right interventions and support are in place and clearly monitored. • We monitor and evaluate the intervention programmes to ensure they are having a positive impact.
Keeping Children Safe	
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"> • All children are welcomed into the school building by members of staff. • Entrance area where parents can wait for children. • Parents/carers wait for children by the side doors at the end of the day and staff call children's names when they see the parents. Younger children in our EYFS are taken to their waiting parent. • Staff are notified if there is a change in who is picking up the child. • Staff available at the start and end of each day. • There are no designated parking areas around school and we ask all parents and carers to park safely and courteously. • Individual transition plans can be put in place to support children experiencing difficulties separating from parents.
2. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> • At least 12 members of staff are on duty at playtime. • At least one member of staff per class at lunchtimes. • 1:1 support is provided if needed. • Members of the Senior Leadership Team on the playground, in the dining room and on the corridor at lunchtimes to support pupils needs. • Children able to stay indoors with a key adult at lunchtime and playtime if worried or upset • Place2Talk Counselling sessions as needed (children self refer). • Children able to eat lunch outside the dining room with a key member of staff if needed • Children able to go home for lunch if needed.
3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> • Staff aware of key children to monitor and support during key transition points during the school day. • Risk Assessments and Pre visits are conducted prior to any school visit. • Online risk assessments completed and referred to a Local Authority Officer as required.

	<ul style="list-style-type: none"> • Individual risk assessments are carried out for individual children with additional needs if this is deemed necessary to ensure their safety. • PE lessons always conducted by a school based teacher / member of staff and additional risk assessments undertaken as needed. • We have 5 paediatric, 5 emergency first aider and 2 first aid at work trained staff in school • Annual PE equipment check by external agent. • Annual Health and Safety Audit. • High staff ratios on all school visits. • Additional adults taken if needed to support vulnerable children.
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • We use Salford Evolve for all off site trips. • Ratios are always adhered to for all off site trips. • On site risk assessments are completed as part of our health and safety policy. • Individual risk assessments are carried out for individual children with additional needs if this is deemed necessary to ensure their safety.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Policies can be found on the school website. Alternatively paper copies can be obtained from the school office.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> • We have a managing medicines policy that is adhered to and monitored. We implement statutory guidance on Supporting Children at School with Medical Conditions (February 2014). All cases are dealt with on an individual basis. A copy of the policy can be obtained from the school office. • For medication to be administered in school, it must be prescribed by a doctor and have a named chemist on the label. • Parents/Carers must sign a consent form at the office the first morning they need the medicine to be administered. • Children on long term medical care will have a care plan completed with parents/carers and SENDCo if deemed necessary. Medical professionals advice is sought for more complex conditions.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	<ul style="list-style-type: none"> • Meeting is conducted between parents, SENDCo, 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. • Parents/carers are consulted should there be any adjustments to the plan. • Equally, parents/carers can come into school and meet with the SENDCo if they feel the plan needs to be altered. The school will follow advice and guidance from the LA.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> • Call 999. • Contact a qualified first aider.

	<ul style="list-style-type: none"> • Ensure access to the child's medical care plan. • Ensure that the child is safe and comfortable. • Move pupils away from the injured child to minimise stress and anxiety. • Contact parents/carers, arrange for them to be collected and pay for a taxi if required. • Two members of school staff, one of which must be a qualified first aider, to accompany child to hospital in the absence of parents. • Offer of a member of staff to stay with the parent & child if needed/requested.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> • All staff receive Safeguarding/Child protection training every 18 months. • Specialist training is sought from appropriate health professionals for all relevant staff. • The school works with a range of professionals who provide training for specific learning needs.
5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> • Place2Be – Onsite therapeutic counselling service • The following services can be provided on the school site – School nurse, Speech and Language, Occupational Health, Physiotherapy, Learning Support, Educational Psychology.
Communication with Parents	
1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?	<ul style="list-style-type: none"> • An induction pack is given to all Nursery and Reception children prior to them starting. We also complete home visits to introduce teachers, LSA's and key workers to parents/carers. • Welcome meetings held early in the Autumn Term for each class. • Children due to start in Nursery and Reception are invited to Play and Stay sessions in the summer term prior to them starting. • Names of staff and information are published on the school website. • Home visits made if requested by parents. • Regular newsletters to parents. • Parents/carers are made aware of who to contact at each stage. • Open door policy. • Coffee mornings. • Learning mentor to support any parent/carers need or concerns. • SENDCo keeps in contact with parents/carers on a regular basis to discuss areas of need or support.
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"> • 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.
3. How do you keep parents updated with their child/young person's progress?	<ul style="list-style-type: none"> • Parents Evenings twice a year. • IEP review meetings. • Annual review meetings. • Multi Agency meetings.

	<ul style="list-style-type: none"> • Informal progress meetings are instigated when necessary. • Parent Workshops. • Reports to parents once a year. • Whole school celebration assemblies. • Attendance assemblies. • School website. • Letters home. • Telephone calls.
4. Do you offer Open Days?	<ul style="list-style-type: none"> • Play and stay sessions for all new parents. • New parents invited to look around the school. • Literacy and Maths workshops. • Invitations to special events.
5. How can parents give feedback to the school	<ul style="list-style-type: none"> • Parents/carers are asked to complete a questionnaire twice yearly at parents evening • Link to Parent View on school website. • Surveys via parenpay. • Messages in child's home/school diary. • Appointment with Headteacher/Chair of Governors. • By letter to Headteacher/Chair of Governors.
Working Together	
1. Do you have home/school contracts?	<ul style="list-style-type: none"> • Our Home School Agreement is available on the website.
2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none"> • Head Boy / Head Girl. • Deputy Head Boy / Deputy Head Girl. • School Council. • Termly pupil questionnaires. • Worry Box. • Kindness Box. • Place2Talk. • Key staff available for children to talk to.
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> • The school offers two parent/carer meetings a year. • Parents/carers are asked to complete questionnaires and surveys at least twice a year and regularly encouraged to use Parent View. • Review meetings. • Open door policy. • Arranging meetings with teachers/headteacher.
4. What opportunities are there for parents to get involved in the school	<ul style="list-style-type: none"> • When a there is a vacancy for a parent governor a letter is sent to all

or become school governors?	<p>parent/carers and they are invited to apply as per the application process.</p> <ul style="list-style-type: none"> • Parent/carers are welcome to approach school to volunteer in school.
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)	<ul style="list-style-type: none"> • Link Special Educational Needs Governor. • The SENDCo provides termly updates to the Governing Body via a report. • Link Safeguarding and Looked After Children Governor. • Link Literacy and Mathematics Governors. • Attendance and Behaviour Governor. • Educational Welfare Officer (0.5 days – Thursday morning) Neil Grundy. • Place2Be on site Tuesday – Thursday. • Support from CAMHs. • Educational Psychology in school (0.5 days a week), Joanne Snee. • Multi Agency reviews are used as a supportive tool to encourage all agencies to have a holistic view of a child's needs.
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?	<ul style="list-style-type: none"> • Yes – Headteacher, Deputy Headteacher, SENDCo, Assistant Headteacher, Learning Mentor arrange to meet parents and complete paperwork with them. • SIASS can be contacted to support parents/carers. • Translators can support EAL families.
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?	<ul style="list-style-type: none"> • Leaflets available in school. • Advice through Senior Leadership Team. • Advice from Learning Mentor in school and Educational Welfare Officer.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	<ul style="list-style-type: none"> • If a child has an EHCP, parent/carers can request assistance with travel via Salford transport. The information can be gained via TransportSEN@salford.gov.uk. • We are understanding when children are late if having to travel a long distance or have exceptional circumstances which impact on punctuality.
Transitions	
	<ul style="list-style-type: none"> • Parents are invited to visit school with their child. This enables them to explore the building and to meet staff and current pupils. • in the Nursery/Reception classes, a carefully planned transition takes place over the period of several weeks. They work closely with other

<p>What support does the school offer for year 6 pupils transitioning to secondary school? (e.g. visits to the school, buddying)</p>	<p>settings. This is to ensure that children settle well within a smaller group initially and allows staff the opportunity to get to know both child and parents well. The Nursery Teacher and LSA will undertake Home Visits for all Nursery pupils prior to them starting and stay and several play sessions are offered. Individualised arrangements can be put in place for children with additional needs who require extra transition.</p> <ul style="list-style-type: none"> • Before moving into year 1, the year 1 teachers will spend time in Reception with the children and the children will have the opportunity to spend time in the year 1 classrooms during quieter parts of the day. • Towards the end of each academic year, once class teachers have been allocated, children are given the opportunity to spend several half days with their new teacher for the next year. In addition to this, some pupils may receive additional time with their new teacher if we know that they find transition between years challenging and they will receive a Transition social story/ letter about moving to their new class. • Towards the end of year 6, time is spent talking about the changes between Primary and High schools and visits are arranged to the high schools. Additional visits with may be arranged for those children who find transition challenging. Emotional support is offered, if deemed necessary, with sessions with place2Be. • Transition Days to local high schools are held in both Years 5 and 6. • Extra visits planned for Year 6 leavers with additional needs. • Y6 teachers spend one day a term in Buile Hill High School as part of their Teaching & Learning week observing Y7 pupils and their learning • Key staff from secondary school visit Summerville to meet children and introduce themselves. • School staff deliver 'Three Wishes and a Key' transition programme to all Y6 children in small groups over the school year.
<p>1. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<ul style="list-style-type: none"> • An expectation that all children make at least expected progress in reading, writing and mathematics from starting points and as many children as possible are 'Secondary ready'. • Promoting the importance of good attendance and punctuality. • Promoting good behaviour and attitudes 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.

	<ul style="list-style-type: none"> • Emotional literacy curriculum. • Strong PSHE curriculum including sex and relationships/drug and alcohol awareness/Anti Bullying/Anti Social behaviour/all forms of discrimination
Extra-Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<ul style="list-style-type: none"> • School holiday clubs are sometimes provided by the school. • Before school club – Monday – Friday: 7:45am – 8:30am £3.00 • After School Clubs – Monday – Friday : 3:00pm – 4:00pm £3.00
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<ul style="list-style-type: none"> • We offer an after school club timetable Monday- Friday. Clubs are suitable for certain year groups, please see the timetable on our school website.
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 all clubs suitable for their year group • All trips, including residential are fully inclusive.
4. How do you help children and young people to make friends?	<ul style="list-style-type: none"> • We have a whole school ethos where everybody is treated with respect. The ethos is modelled by staff and pupils. We have 4 core values, Challenge, Respect, Excellence and Self Belief. Children and staff work together to model these values. They are celebrated through adult praise and celebration assemblies. • Through our curriculum a lot of emphasis is put on developing children's social skills to prepare them for future years. • We have a 'No Outsiders' curriculum in school which teaches the children about the Equalities Act through story books. The aim of which is to create a positive culture in school where all groups of people are welcome. • We award a weekly 'Kindness Cup' to children who have been extra kind to others. • We celebrate themed weeks linked to friendship e.g. Anti Bullying Week. Random Acts of Kindness Week, Interfaith Week, World Peace Day, Black History Month, Refugee Week. • We are currently working on becoming a 'School of Sanctuary'. • We have special interventions to encourage and support friendships (including Circle of Friends). • Social skills interventions are offered such as Lego therapy to develop children's skills in this area. • We use Restorative Justice to resolve conflicts between children.

GLOSSARY OF SEN TERMS

	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 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.
ADHD/ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCo, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	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	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': <ul style="list-style-type: none"> • Socialisation - poor social skills; • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'Asperger syndrome' are autistic spectrum disorders.

	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra 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.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Education Plan	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.

LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	Nurture Room	Room where vulnerable pupils can work 1:1 or in small groups, with support, in a nurturing atmosphere to support their well being and social emotional and mental health.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
PPO	Parent Partnership Officer	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
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

		<p>have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	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.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a 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.
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.