

School/Academy Name	St Joseph the Worker RC Primary School
Name and contact details of your school's SENCO	Julieann Jessop SENCO St Joseph the Worker RC Primary School Cutnook Lane Irlam Salford M44 6GX Tel: 0161 921 1695

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

Name of Person/Job Title	Julieann Jessop - SENCO		
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Local Offer for St Joseph the Worker RC Primary School



School Address:

St Joseph the Worker RC Primary School
Cutnook Lane
Irlam
Salford
M44 6GX
TEL: 0161 921 1695

Headteacher & SENCO Details:

The School Acting Headteacher is: Mrs Evelyn Clayton

The School SENCO is: Mrs Julieann Jessop

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

<p>1. What additional support can be provided in the classroom?</p>	<p>Teaching assistant support in each class Working walls for visual support in each classroom Differentiated worksheets and resources. Personalised teaching to pupils' specific needs. Read Write Inc teaching and Interventions. Multi sensory resources to support learning. Interactive Whiteboard facilities are in every room and access to ICT through laptops and Ipads. Challenge boxes for gifted and talented children to access. Targets and Support plans in place for children with additional needs or have barriers to their learning</p>
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p>	<p>Strong relationship with multi agencies e.g Educational Psychology, Speech & Language Therapy and Learner Support Service and NHS Services (School Health, Occupational and Physiotherapy) Laptops & iPads Coloured overlays for students ELKLAN Trained TAs (for Speech and Language support) EMTAS (Ethnic Minority & Traveller Advisory Service) support in school for children Experienced, knowledgeable staff drawing upon skills and strategies</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Experienced & Qualified SENCO. TA's trained in Phonics and Literacy interventions. Knowledgeable staff that have experience in working with children whom have physical disabilities, speech, language and communication needs. Staff trained in manual handling and Staff trained on the use of manual and electronic hoists. Dyslexia Friendly Trained Staff</p>

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>CPD training offered to all staff regularly on: Attachment training Social, Emotional, Mental Health Needs Dyslexia training Precision Teaching Staff meetings held frequently to support staff needs Supporting EAL pupils in/out of the classroom EMTAS support for specified EAL pupils Emotional Well being for children and staff Relax Kids – Emotional Well Being Hearing Impairment Training Close links with Learner Support Service to support staff and give advice purposeful to individual children’s needs.</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements – which includes Readers, Scribes, extra time Coloured overlays for pupils if needed Differentiated worksheets and resources. Teachers informed of all pupils’ reading ages Teachers informed of all pupils having special needs Breaks provided as usual practice. Training for Readers and Scribes before exams. Following advice and guidance from the Access and Arrangement Policies</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Parents Evenings set for twice per year. Early Years Progress Report – sent home twice yearly Whole School Full Progress School reports – sent home once yearly Meetings with parents when required and by request. Review of statements – 6 monthly and annually depending on guidelines. Review of IEPs – Termly Open Door Policy – Parents invited in to discuss progress of children and any concerns or ways to support End of Year Transition Meetings with SEN families</p>

<p>7. What external teaching and learning do you offer?</p>	<p>EMTAS – Ethnic Minority and Traveller Advisory Service work in school on a regular basis with identified children to support needs. PE specialist provision for all classes. Drama specialist teaching for Anti Bullying and RE. Specialist Artists working in KS2. Specialist music provision for curriculum, extended learning. After school clubs and classes for opportunities such as music for keyboard, singing and trombone. Sport after school clubs for pupils Dance specialised teacher in school weekly Opportunities throughout the year for health improvement team to teach Key Stage 1 pupils about healthy eating. Weekly Manchester United Foundation sessions to teach both class based and practical lessons for healthy lifestyles. Gifted and Talented opportunities for Y6 pupils for Maths</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>No pupils access offsite provision except planned learning trips and experiences enriching the curriculum and pupil’s learning opportunities.</p>
<p>9. What work experience opportunities do you offer?</p>	<p>None of our pupils are of this age to access this however we openly encourage adult and student volunteers to our school for work experience opportunities.</p>
<p>Annual Reviews</p>	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEN support needs?</p>	
<p>Annual Reviews</p>	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Invites to all parties involved Plenty of notice in regards to meetings for parents and professionals to attend Review meeting held at school Review meeting held at a convenient time for parents who work/have</p>

	<p>commitments during the day Translator provided if needed Consultation with staff and parents prior to the meeting so that everyone is aware of the purpose, aims and agenda. Making parents aware of Parent Partnership Support (SIASS) Regular updates with SENCO, Class teacher & 1:1 Support staff Communication Books and Letters to keep in touch formally and informally Professionals and SEN Caseworkers invited to attend Reports and records of progress shared Transition links to other schools and settings discussed</p>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>SENCO support through monitoring Read / Write Inc - Phonics intervention Wide range of interventions and support programmes in place to close the gap in learning eg Dancing Bears and Numicon Educational Psychologist for assessments and strategies Referrals made to external agencies if needed including LSS Child friendly IEP's shared with children, staff and parents Speech & Language Therapy Buy In Support for Children in Early Years Sensory Support through resources or strategies e.g wobble boards to maintain attention, fidget toys and sensory stimulation materials.</p>

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?
2. What support is offered during breaks and lunchtimes?
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)
4. What are the school arrangements for undertaking risk assessments?
5. Where can parents find details of policies on bullying?

Keeping Children Safe

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| <p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</p> | <p>Parking facilities available
Cones out both before and after school to allow dedicated footpath area outside of school fence
Teachers and Staff handover children at exits and entrances at the beginning and end of each day
Children only go home with designated adults
Families with disabled children have access to the enclosed staff car park for parking facilities
Staff to greet children on the playground before school and speak with parents.
Teachers at each door entrance welcoming the children into class.
Teachers or familiar adults dismissing the children at home time.
Clear communication between staff about handover procedures and children going home with one another – displayed in clas and informed verbally.</p> |
| <p>2. What support is offered during breaks and lunchtimes?</p> | <p>Peer Supporters and Prefects play on playgrounds and in classes at Wet Play to support younger and vulnerable children.
Accredited BIG Anti-bullying award for supportive children and staff
Pupils whom are upset, worried or have been hurt can access support during the above times.
Lunchtime Welfare Staff are trained and experienced in both First Aid and Playground leadership games.
Additional adults supervise playtimes and lunchtimes.
KS1 & EYFS have staff on duty over lunch time to support with additional needs, reading and any issues which may arise.</p> |

<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Risk assessments are undertaken for all subjects, school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency, i.e. Occupational Therapy Appropriate ratio of adults: children and first aiders are taken in accordance with the school's policy for Trips and Educational Visits. Pre visits are carried out so that staff are familiar with the layout and routine of the setting. PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. Any pupil who 'cannot' do PE for medical reasons can access alternative work or support at this time on a level they are capable of. There is a First Aid timetable in place where there are several members of staff available to support your child should there be an accident or injury. We are an accredited Heart Start Safe school after having staff training and have a De-febrillator on site.</p>
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<p>All in line with Salford LA Vulnerable children (including those with SEN) are identified on the Fire Evacuation Policy</p>
<p>5. Where can parents find details of policies on bullying?</p>	<p>School Website has this information such as the Policy and the Child Protection Co-ordinators are Evelyn Clayton & Jenny Dunn. The Head teacher whom is available by appointment to discuss further information regarding the policy.</p>
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication? 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? 3. What would the school do in the case of a medical emergency 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>	
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication?</p>	<p>We have a full school policy on administering medication. All prescribed medication can be administered at the school office where it is stored in a locked fridge and a form is completed by the parent/carer.</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>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 staff in briefing and monitored by the Class teacher, SENCO and Head teacher if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the appropriate staff if they feel the plan needs to be amended. Medical registers and plans are kept in the office and stored centrally</p>
<p>3. What would the school do in the case of a medical emergency</p>	<p>Call 999 Contact a qualified first aider; refer to medical records kept on file for each child in the school office. Contact parent/carer, collect them or pay for a taxi if required In absence of parent/carer a first aider would accompany the pupil to the hospital If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.</p>
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained every 18 months years on Safeguarding/Child protection Relevant staff undertake external courses provided by the LA and private companies Asthma training is given in school to all staff Diabetes trained staff to work with insulin and those with dietary needs Relevant staff trained on how to use an epi plan as necessary Training by outside professionals for ASD, ADHD, EAL, etc. First Aid is renewed for staff members as they expire.</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>We have a school nurse who is in regular contact with school and referrals to them can be made via the SENCO or Head teacher.</p>

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?
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
3. How do you keep parents updated with their child/young person’s progress?
4. Do you offer Open Days?
5. How can parents give feedback to the school?

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?

Home visits are made before children start in Nursery
Information is also available on the school website which is updated regularly
Head teacher, Deputy Head and SENCo are all named on the school website
Other staff are also named on the school website
Teaching Staff meet their class at the beginning of each morning on the playground and are available by appointment to discuss concerns.
We are a small, friendly school where staff are always on hand to speak with parents through an open door policy or by making an appointment. Our staff regularly attend school functions, fundraisers and are prominent on the playground and within school.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

Open door policy to speak to a member of staff or an appointment will be made if they request to speak to a teacher. All parents and carers concerns are dealt with as swiftly as possible;
Both informal and formal manners to meet and discuss concerns. Often these are dealt with informally as staff are approachable.

3. How do you keep parents updated with their child/young person’s progress?
4. Do you offer Open Days?

Parents evenings (Twice a year in October & March)
Home visits in Nursery
School reports sent home annually
Early Years Progress Reports sent home twice a year.
Reward cards, certificates, prizes and charts personal to each class
Weekly Merit Pencil and Lunchtime Award Winners announced in assembly.
Telephone calls home
Parents can make an appointment to visit the school
New Nursery and Reception Parents attend an information evening, where they find out about the school’s procedures and meet key staff as well as look

	around the school and receive an information pack to take home. For those children with additional needs, we may hold multi agency meetings either as needed or annually in line with their needs.
5. How can parents give feedback to the school?	Via appointment with the Head teacher Email to school via school email address – checked daily Via questionnaires SEN Multi agency or Annual Review meetings Telephone calls or through Verbal Feedback Arrange to see staff at a mutually convenient time
Working Together	
<ol style="list-style-type: none"> 1. Do you have home/school contracts? 2. What opportunities do you offer for pupils to have their say? e.g. school council 3. What opportunities are there for parents to have their say about their son/daughter's education? 4. What opportunities are there for parents to get involved in the school or become school governors? 5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups) 	
Working Together	
1. Do you have home/school contracts?	Yes in the Children's Home School Diaries / Planners which are sent home at the beginning of the school year.
2. What opportunities do you offer for pupils to have their say? e.g. school council	Student Council- one per term Suggestion boxes in each class for the school council Subject Questionnaires e.g. Books Listen to them on an informal basis. Open communication between pupils and staff Democractic opportunities in each class to make choices, have rewards and vote.
3. What opportunities are there for parents to have their say about their son/daughter's education?	Parents Evenings SEN Review meetings

	<p>Open door policy</p> <p>Arranging a meeting with teachers.</p> <p>Questionnaires</p>
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<p>Invitation to be a governor as appropriate to a vacancy</p> <p>Invitation to support events in school such as Fundraising</p> <p>Volunteering to come into school to listen to children read or work in classrooms</p> <p>Active PTFA whom offer after school and evening events such as Easter Bingo, Summer Fairs, Coffee Mornings and Cake Sales.</p> <p>PTFA always recruiting for new members to support school with opportunities</p>
<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 link to SEN – Angela Murphy</p> <p>Governor updated in line with SEN procedures and aware of agencies involved with school.</p> <p>Governor link to Pupil Welfare</p> <p>Governors attend attendance and behaviour panels</p> <p>Governors meetings held regularly to review and monitor progress of the school and it's leadership.</p>
<p>What Help and Support is available for the Family?</p>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p> <p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p> <p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	
<p>What Help and Support is available for the Family?</p>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Yes, SENco or Headteacher would arrange to meet with them and help them complete all the necessary paper work.</p> <p>Parents are offered this service at a parental meeting or by phone.</p> <p>Close links with Parent Partnership (SIASS) who also supports our parents with completion of forms.</p> <p>Three members of Staff – Head teacher, Deputy Head and SENCO all trained and experienced in completing Family Assessments and completing referral paperwork.</p>

	We will support families with paperwork and information if they are applying for a Personal Budget or a parental request for an EHCP.
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?	Class teachers, SENCO and Head teacher can all offer relevant guidance on the support families need. Families are directed to appropriate agencies, charities or organisations to meet their needs. E.g. Charities to support Families with children whom have physical disabilities.
3. How does the school help parents with travel plans to get their son/daughter to and from school?	In the event of a child being unable to get to school due to a physical impairment, we will support the families to access temporary transport funding so that they will be able to attend school.
Transition from Primary School and School Leavers	
<ol style="list-style-type: none"> 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? 	
Transition between classes and School Leavers	
1. What support does the school offer for pupils coming to the school or changing classes? (e.g. visits to the school, buddying)	<p>Year 7 co-ordinator visits primary schools to speak to pupils in Year 6</p> <p>Year 6 pupils visit on at least 3 occasions during Year 6.</p> <p>Year 5 pupils encouraged to visit high school through open days and evenings</p> <p>New pupils are given a tour of the school by the head teacher to meet their class teacher and classmates</p> <p>New pupils in Key Stage 1 & 2 are buddied up with pupils to help settle them into routines and identifying where places are e.g. The playground.</p> <p>New Nursery children are given summer visits to the school before they start in the September so that they can visit the setting and see other children in the school.</p> <p>Parents of children whom have a statement of SEN have an informal transition meeting with their child's new class teacher and support staff as well as SENCO & previous class teacher to find out about the proposed ways to support their child in the next class.</p>

	<p>Transition between classes is closely monitored and staff have opportunities for class handover and progress meetings to learn new information about the children.</p> <p>There are handover mornings where children meet their new teacher and spend time doing activities in preparation for the next year group.</p> <p>Visits between classes such as Reception to Year 1 are in place in the summer term.</p> <p>Children in Nursery, Reception and Year 1 all have access to pictures of their teacher and classroom to take home over the summer holidays if needed to help them remember what will be happening when they return to school.</p>
<p>Extra-Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p> <p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p> <p>3. How do you make sure clubs, activities and residential trips are inclusive?</p> <p>How do you help children and young people to make friends?</p>	
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<p>Close links to Mojo Before and After school club</p> <p>After school - Pyramid Club for identified students to encourage friendships and good relationships with staff</p> <p>After schools available e.g. Football, Dancing, Jozekidz - Choir</p>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<p>There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. There is also a Pyramid Club for identified vulnerable students once a week ran for 10 weeks. There is a minimal charge for some after school clubs.</p> <p>There are no lunch time activities because the lunch break is too short to facilitate these.</p> <p>All clubs are mentioned in letters and on the website.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. 1 to 1 support or small group support for pupils</p>

	<p>Experienced, trained TAs accompanies most trips out in addition to class teachers.</p> <p>All trips are visited beforehand to check for suitability of activities, access and content to ensure that they will meet the needs of all children visiting.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>Introduction of the Pyramid club for identified Vulnerable children</p> <p>Circle of Friends intervention group in place</p> <p>Socially Speaking Intervention group in place</p> <p>Children encouraged to play with one another through playground leaders and peer supporters.</p> <p>PSHE scheme followed as well as identified SEAL & Anti Bullying Dedicated Weeks.</p>

Weblinks to Key Policies

School Policies can be found on the school website or by request to the Head teacher for specific curriculum subjects.

Please see our school website for the Policies

<http://www.stjosephtheworkerrcp.co.uk/page/policies/2230>

Glossary of 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/A DD	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 SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	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':

		<p>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.</p>
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state 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.
	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. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which 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 and IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most

		children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state 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.
	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	<p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special Educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	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.
	Pyramid Club	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.
	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.
SENCO	Special Educational Needs Co-Ordinator	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.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.

	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of 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 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.
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.