

<b>School</b>	St Paul's CE Primary School Cross Lane Salford M5 4AL		
<b>Name and contact details of your school's SENDCO</b>	Catherine Wynne. <a href="mailto:catherine.wynne@salford.gov.uk">catherine.wynne@salford.gov.uk</a>		

<b>Name of Person/Job Title</b>	Catherine Wynne SENDCO.		
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I confirm that our Local Offer has now been published on the school website.

Or

I confirm that the Local Offer will be published by \_\_\_\_\_ (Please give date)

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.stpaulscephprimaryschool.co.uk/information/policies-and-documents/">http://www.stpaulscephprimaryschool.co.uk/information/policies-and-documents/</a>		
<b>Name</b>		<b>Date</b>	

Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<ul style="list-style-type: none"> <li>• Teaching assistants provide one-to-one and small group support in the classroom.</li> <li>• Many of our teaching assistants have had ELKLAN training.</li> <li>• Work in class is differentiated by task, support, equipment and expectation. Learning is personalised and all children are supported to make progress.</li> <li>• All children with identified Special Educational Needs have an Individual Play Plan (IPP) or an Education Plan (IEP) with targets to support their progress. These are set and reviewed three times a year, in line with the Special Educational Needs and Disabilities Policy.</li> <li>• English and maths working walls provide a source of support and guidance for all children in the classroom.</li> <li>• 'Green Pen Time' allows children to reflect on previous learning and know what they need to do next to progress.</li> <li>• Lessons are planned with all learning styles in mind in order to support children to access the lesson and progress.</li> </ul>
<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>• Pupil Progress Meetings take place termly to enable specific needs of children to be identified and plans to be put into place to meet those needs.</li> <li>• Teachers carefully plan work at different levels so that all children can engage with tasks and make progress.</li> <li>• Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.</li> <li>• Children are set tasks and provided with support materials to meet their needs and encourage independence.</li> <li>• We work with external agencies to provided therapy, support and guidance. Parents play a vital role in supporting their child at school, we always talk to parents before we involve other agencies.</li> <li>• We buy in additional hours from Salford Council's Educational Psychologist to provide support to enabeltchidlrne to succeed.</li> <li>• A dyslexia screener is used to identify children with dyslexic tendencies.</li> <li>• We are a dyslexia friendly school and provide all additional resources where required.</li> <li>• For children who find maintaining concentration difficult we purchase equipment to support their concentration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Elklan trained teaching assistants for speech and language support.</li> <li>• Individual Speech and language delivered by Elklan trained teaching assistants.</li> <li>• Advice from the Inclusion Services is sought and implemented.</li> <li>• We have a Nurture teaching assistant who works with all stake holders to provide support for children social, emotional and mental health needs.</li> </ul>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> <li>• The SENDCO has completed the National Award for Special Educational Needs Coordination.</li> <li>• SENDCO who is trained in reciprocal reading, speech bubbles and Kagan.</li> <li>• DHT is a previous SENDCO who has completed the National Award for Special Educational Needs Coordination and a MA in Teaching and Learning.</li> <li>• Two Teaching Assistants speech and language specialists.</li> <li>• All staff trained in working with dyslexic and autistic children.</li> <li>• Nurture Group Network trained Teaching Assistant who implements Nurture across the school.</li> <li>• All staff are trained in phonics.</li> <li>• Several pyramid club trained staff</li> <li>• Several speech bubbles trained staff.</li> </ul>
<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"> <li>• We have good links with the Learning Support Service and Primary Inclusion Team who provide expert guidance for supporting children with specific needs.</li> <li>• EMTAS support children who have English as an Additional Language.</li> <li>• Internal training for teaching assistants has taken place to support the delivery of interventions.</li> <li>• Continuing Professional Development training, both in house and via external services, as and when the need arises e.g. Supporting children with ASC</li> </ul>
<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"> <li>• All teachers are aware of children's needs and support them accordingly.</li> <li>• Intervention lessons are delivered to support children as required.</li> <li>• Differentiation in lessons to meet the needs of learners; this may through the environment, resources, level and range of support, teaching style, groupings, outcome or time given to pupils to complete a task.</li> <li>• Support from outside agencies for advice and guidance on strategies to help children access the curriculum.</li> <li>• Decisions and plans for exams are made on an individual basis.</li> <li>• Experienced staff are used as scribes, prompters and readers during exams as appropriate.</li> <li>• Applications are made for additional time and rest breaks for children during tests as appropriate.</li> <li>• Breakfast club is available during exam week for Year 6 children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children complete test papers in separate rooms if they are anxious or struggle to concentrate in a large setting.</li> <li>• Individualised support in terms of social, emotional and mental health needs is provided as needs arise.</li> </ul>
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> <li>• St Paul's has an open door policy and encourage all parents and carers to discuss the needs of their children with us.</li> <li>• Our school aim is to work closely with all parents and we communicate with parents in a variety of ways. This includes: <ul style="list-style-type: none"> <li>➢ Parents Evenings twice a year.</li> <li>➢ School reports – once yearly</li> <li>➢ Meetings both formally and informally with parents</li> <li>➢ EHCP implementation meetings</li> <li>➢ EHCP review meetings</li> <li>➢ Review of IEPs/ IPPs – which are sent home at least every term.</li> </ul> </li> </ul>
<p>7. What external teaching and learning do you offer?</p>	<ul style="list-style-type: none"> <li>• Tutor Trust</li> <li>• Beanstalk reading</li> <li>• Fiddler's music guitars.</li> <li>• Junior Jam</li> <li>• North West Drama Services – Speech Bubbles</li> <li>• Children's Shakespeare Festival.</li> <li>• All Hallows RC High School P.E. lessons.</li> <li>• Access to Interschool competitions/tournaments.</li> <li>• Links with the business education partnership projects.</li> <li>• Topic loan boxes Salford Museum.</li> <li>• Library loans boxe from Salford Schools Library Service.</li> <li>• Transition visits to All Hallows, Oasis and Trinity High School.</li> </ul>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> <li>• Links have been established with Alder Brook PPU and we aim to work closely with all external services to support and reintegrate children successfully wherever possible.</li> <li>• In the event of a child being educated at home/ in hospital due to illness, the Learning Mentor would work closely with the agencies providing educational support to aid continuity and information sharing.</li> <li>• Swimming TA support – staff know the children.</li> </ul>

<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> <li>● Pupils from Oasis Academy and All Hallows come for work experience.</li> <li>● Students mainly from MMU often come including speech and language students and PGCE students.</li> </ul>
<p><b>Annual Reviews</b></p>	
<p>1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> <li>● Invites to all parties involved</li> <li>● Review meeting held at a convenient location</li> <li>● Review meeting held at a convenient time for parents who work/have commitments during the day.</li> <li>● Translator provided if needed</li> <li>● Consultation with staff prior to the meeting.</li> <li>● Safe space for younger sibilings to play.</li> </ul>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<ul style="list-style-type: none"> <li>● <u>Social, Emotional and Mental Health Interventions</u> <ul style="list-style-type: none"> <li>➤ Socially Speaking</li> <li>➤ Time to Talk</li> <li>➤ Nurture provision</li> <li>➤ Resillience intervention</li> <li>➤ Worry time</li> <li>➤ Confidence building groups</li> <li>➤ Friendship groups</li> <li>➤ Pyramid Club</li> <li>➤ Calm boxes</li> <li>➤ Safe spaces</li> <li>➤ Anger management intervention</li> </ul> </li> <li>● <u>Communication and Interaction Interventions</u> <ul style="list-style-type: none"> <li>➤ ELKLAN</li> <li>➤ TALC Groups</li> <li>➤ Welcomm</li> <li>➤ Speech Bubbles</li> <li>➤ Individual speech and language programmes as directed and supported by Speech Therapists.</li> </ul> </li> <li>● <u>Cognition and Learning Interventions</u></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Boosting Reading Potential intervention</li> <li>➤ Beat Dyslexia</li> <li>➤ Toe by Toe</li> <li>➤ PIXL interventions</li> <li>➤ Reading Comprehensions</li> <li>➤ Precision teaching of High Frequency Words</li> <li>➤ Maths interventions based on individual assessments</li> <li>➤ Max's Marevllous Maths</li>   <li>• <u>Physical and/or Sensory Interventions</u></li>   <li>➤ Write From the Start - The Teodorescu Resuce Perceptuo - Motor Programme</li> <li>➤ Personalised Occupational and Physiotherapy programmes</li> <li>➤ In sit / wobble cushions as directed</li> <li>➤ Fiddle toys</li> <li>➤ Pencil grips as directed</li> <li>➤ Writing slopes as directed</li> <li>➤ Sensory breaks</li>   <li>• Outside agency referral as and when required</li> </ul>
<b>Keeping Children Safe</b>	
<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>	<ul style="list-style-type: none"> <li>• Drop off facilities outside school in the lay-by.</li> <li>• One bay in the school car park for the disabled.</li> <li>• Parents bring their children to the classroom door in the playground.</li> <li>• Doors opened early to encourage children to enter school calmly and with less traffic.</li> <li>• The children are picked up at the end of the day outside the classroom door leading into the main playground.</li> <li>• Children's names are called when the teacher sees the child's parent or carer.</li> <li>• In some individual cases, children have staff entrance and exit accessibility. This is decided by the staff team and when deemed appropriate.</li> </ul>
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> <li>• Outside: toys to play with in the yard.</li> <li>• The adventure playground</li> <li>• Football</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils who are upset/lonely or worried can access the staff.</li> </ul>
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> <li>• During breaks there are two teaching staff on duty in the playground.</li> <li>• At dinnertime there are midday assistants and teaching assistants on duty thorough out the whole time.</li> <li>• The teaching staff go out to greet and collect their class from the playground at the end of break and dinnertime.</li> <li>• Risks assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or disability nurse.</li> <li>• PE</li> </ul>
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> <li>• All in line with the Salford Local Authority.</li> </ul>
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> <li>• Policies can be found on the school website.</li> <li>• If parents want a paper copy of this it is available at the school office.</li> </ul>
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> <li>• School has a policy on medication administration.</li> <li>• A copy can be found on the school website.</li> <li>• If parents want a paper copy of this it is available at the school office</li> </ul>
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"> <li>• A meeting is held with the parent/carer and any other professionals involved with the child can be invited as appropriate.</li> <li>• A care plan is then shared with all the staff in a staff meeting and then this is monitored by the lead for first aid, Rebecca Thorpe- Bamford.</li> <li>• A key facts overview is available to all staff on the medical notice board.</li> <li>• Equally parents can come in and meet with the Rebecca Thorpe- Bamford if they feel the plan needs to be amended.</li> </ul>
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> <li>• We follow Salford's health and safety procedures for all medical emergencies.</li> </ul>
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>• Several staff members and some Governors are trained to Foundation Safeguarding/ Child Protection level.</li> <li>• All staff undertake Salford's New Starter Safeguarding training upon employment followed by a refresher every 18 months.</li> <li>• Key staff access Salford Children's Safeguarding Board's seminars and course.</li> </ul>

	<ul style="list-style-type: none"> <li>• All volunteers and new staff undertake a safeguarding briefing with Wendy Budsworth within 15 working days of starting at our school.</li> <li>• Relevant staff undertake external courses provided by the LA and private companies.</li> <li>• Several staff have general/ paediatric first aid training.</li> <li>• Relevant staff are trained on Early Help Assessments completion and other relevant documents, i.e. Child Missing in Education, EWO referrals etc.</li> <li>• Key updates regarding first aid are shared by Rebecca Thorpe- Bamford during staff meeting times e.g. asthma – we have spare inhalers in school if and when they are needed.</li> <li>• Relevant staff are always trained on how to administer medication for pupils should the need arise.</li> <li>• Relevant staff all trained on CAF completion and other relevant documents.</li> <li>• Training by outside professionals for ASD , ADHD, EAL etc</li> </ul>
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> <li>• School liaison with all external agencies involved with a child and with parents/ carers permission allow them to support in school as necessary. E.g. <ul style="list-style-type: none"> <li>➤ School nurses</li> <li>➤ Educational Psychology</li> <li>➤ Speech and Language</li> <li>➤ Occupational Therapy</li> <li>➤ Physiotherapy</li> </ul> </li> <li>• School facilitates all of the standard health check e.g. height and weight checks with the school nurse.</li> </ul>
<b>Communication with Parents</b>	
<p>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?</p>	<ul style="list-style-type: none"> <li>• Parents are informed of their child’s class teacher and the teaching assistant working in their child’s class on the school newsletter.</li> <li>• Our school website is regularly updated including staffing roles and responsibilities.</li> <li>• Staff photographs are displayed in the foyer.</li> <li>• Information is distributed at parents evenings.</li> <li>• The teacher will direct the parents to the SENDCO if they have any concerns about their child.</li> <li>• If parents don’t attend parent’s evening the teacher will ask them to make an appointment to speak about any concerns they might have.</li> <li>• Home visits can be arranged if requested by the parents.</li> <li>• Home visits for our early years children.</li> <li>• EYFS welcome meetings.</li> <li>• Parent drop in sessions.</li> <li>• General open door policy.</li> </ul>

<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<ul style="list-style-type: none"> <li>• We have an open door policy to speak to a member of staff but an appointment will be made if parents request to speak to a teacher during school hours, due to their teaching commitment.</li> <li>• Teachers are available at the end of the day for a quick chat.</li> <li>• Parents' concerns are dealt with as swiftly as possible, usually on the day of contact.</li> </ul>
<p>3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> <li>• Parents Evenings twice a year.</li> <li>• School reports.</li> <li>• Progress checks.</li> <li>• Celebration certificates.</li> <li>• Telephone calls to share concerns and share success.</li> <li>• Parents can make an appointment to tour the school.</li> </ul>
<p>5. How can parents give feedback to the school</p>	<ul style="list-style-type: none"> <li>• Via the parent app</li> <li>• Parental meetings with Headteacher or other senior leaders upon request.</li> <li>• Questionnaires sent to parents.</li> <li>• Telephone calls.</li> <li>• Arrange to see staff at a mutually convenient time.</li> </ul>
<p><b>Working Together</b></p>	
<ul style="list-style-type: none"> <li>• What opportunities do you offer for pupils to have their say? e.g. school council</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil govoners meets half termly.</li> <li>• Pupil voice questionnaires</li> <li>• We listen to our pupils on an informal basis each day.</li> </ul>
<ul style="list-style-type: none"> <li>• What opportunities are there for parents to have their say about their son/daughter's education?</li> </ul>	<ul style="list-style-type: none"> <li>• Parent representative on the Governing Body.</li> <li>• Parents Evenings.</li> <li>• Parents are always invited to SEND Review meetings</li> <li>• We have an open door policy.</li> <li>• Parents are welcome to arrange a meeting with teachers/ SENDCO/ Senior Leadership Team.</li> <li>• Meet and greet by a staff member everyday at the main gate</li> </ul>
<ul style="list-style-type: none"> <li>• What opportunities are there for parents to get involved in the school or become school governors?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff ask for parent volunteers for school trips.</li> <li>• Currently one parent governor – new ones advertised in the newsletter.</li> </ul>
<ul style="list-style-type: none"> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• Governor link to SEND.</li> <li>• Governors invited to attend inclusion Committee meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Governors to be invited to pupil progress meetings to observe</li> </ul>
<b>What Help and Support is available for the Family?</b>	
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"> <li>• The Learning Mentor or Headteacher will arrange to meet them to complete all the necessary paperwork e.g. An Early Help Assessment</li> <li>• Translators can be arranged if needed.</li> <li>• Home visits if needed.</li> <li>• Close links with the parent partnership who support parents.</li> </ul>
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"> <li>• The Learning Mentor or Headteacher supports parents to complete the Early Help Assessments</li> </ul>
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"> <li>• If the need arises a member of staff will go and collect the children from home.</li> </ul>
<b>Transition from Primary School to high School</b>	
Links with local High Schools.	<ul style="list-style-type: none"> <li>• Transition days for year 6 are held over the school year at All Hallows, Oasis, Bulie Hill and Trinity high School.</li> </ul>
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>Before School.</p> <ul style="list-style-type: none"> <li>• Breakfast Club.</li> </ul> <p>After School.</p> <ul style="list-style-type: none"> <li>• Pyramid club to encourage friendship.</li> <li>• Fun club*</li> <li>• Spanish club</li> <li>• Booster Classes</li> <li>• Chess Club</li> <li>• Gymnastics</li> <li>• Football</li> <li>• Lego Club</li> <li>• There are no charges for these. * small charge</li> </ul>
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>Lunch Time.</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Playground games</li> </ul>

	There are no charge for these.
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> <li>• Risk assessments are carried out thoroughly using EVOLVE.</li> <li>• In rare cases, where possible, parents / carers are consulted and parents / carers are offered a place to accompany their child on a school trip if needed.</li> <li>• 1:1 support or small group support for pupils is provided where needed.</li> <li>• When invites go out for trips the quieter, more vulnerable pupils will be approached personally, often with parents/ carers, and encouraged to attend.</li> <li>• Alternative arrangements are made should a child not want to or be able to attend a trip.</li> <li>• Experienced, trained TAs accompany most trips out.</li> </ul>
4. How do you help children and young people to make friends?	<ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• Role modelling during targeted play time</li> <li>• Buddying up for new children to help them settle in and build friendships.</li> <li>• New Arrival Ambassadors</li> <li>• School of Sanctuary Award (in the process)</li> <li>• Friendship groups.</li> <li>• Social skills groups e.g. social speaking and time to talk</li> <li>• Pyramid Club .</li> <li>• PSHE lessons including circletime activities.</li> <li>• Structure play ground activites are being introduced</li> </ul>

Weblinks to Key Policies

**E.g Behaviour policy, Antibullying policy, SEN policy**

<http://www.stpaulscephrimaryschool.co.uk/information/policies-and-documents/>

On the following web page you'll find the support that is available locally for children and young people with special educational needs or disabilities. <http://www.salford.gov.uk/localoffer>

**Glossary**

	<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/ ADD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be: 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>	<p>This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	<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.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
<b>C up L</b>	<b>Catch up Literacy</b>	Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	<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>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</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

	<b>Concessions</b>	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>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>	<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>
	<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>	. This is an after school club for very quiet, Year 3 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>SENDCO</b>	<b>Special Educational Needs and Disabilities Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENDO 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.
<b>SEND</b>	<b>Special Educational Needs and Disabilities</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</b>	See Dyslexia, Dyscalculia and Dyspraxia above.

	<b>Difficulties</b>	
<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 Special Educational Needs</b>	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 <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 childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
<b>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.