



LOCAL OFFER

Our Local Offer is a detailed description of the specific ways in which we support children with Special Educational Needs at St. Luke's.

It describes the arrangements we make that are 'additional' and 'different' for children with SEN. This information reflects the current arrangements we have in place at school to identify, provide for and monitor children with any Special Educational Needs.

All SEN children will access: Quality First Teaching appropriately differentiated to meet identified needs – i.e. every teacher, in every class, will plan and deliver lessons that meet the needs of every child in the classroom.

Some children with additional SEN will access: Small group or 1-1 targeted interventions (i.e. additional support) to help them to make progress in literacy, language, social skills, fine and gross motor skills.

A few children with complex or significant needs will access: 1-1 support, with funding provided by the local authority. This is referred to as ‘high needs funding’.

School Name	St. Luke’s RC Primary School		
Name and contact details of your school’s SENCO	Clare Kerrane clare.kerrane@salford.gov.uk		

Name of Person/Job Title	Clare Kerrane – Deputy Head and SENCo		
Contact telephone number	0161 921 1990	Email	clare.kerrane@salford.gov.uk

The direct link to our school’s Local Offer is:	www.stlukesrc.co.uk		
Name	Paul Jameson (head teacher)	Date	23/06/2018

Teaching and Learning

1. What additional support can be provided in the classroom?
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
3. Staff specialisms/expertise around SEN or disability
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
6. How do you share educational progress and outcomes with parents?
7. What external teaching and learning do you offer?
8. What arrangements are in place to ensure that support is maintained in "off site provision"?
9. What work experience opportunities do you offer?

Teaching and Learning

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

All children in St.Luke's experience quality first teaching rooted in high expectations for all learners, which includes differentiation. In addition to this, we provide:

- Teaching assistant support in every class, every day for at least half a day.
- Working walls for writing and mathematics to prompt and reinforce learning.
- Personalised 1-1 teaching to pupils' specific needs.
- Small group support.
- Dyslexia friendly classrooms

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)

- All classes use a visual timetable to support organisation and reassure children with social and communication needs.
- We buy in additional support and advice from a senior Educational Psychologist in addition to that provided by the Local Authority.
- Speech and Language therapists visit school each term to work 1-1 with children to review their progress and advise staff what to work on next.
- Staff from the Learning Support Service advise staff how best to support children with social and communication needs.
- Support from Occupational Therapy Service who have provided 1-1

	<p>support to develop fine motor skills for two children this year. They also provide a therapist each week to work with a group of children who have Cerebral Palsy to teach and practice a programme of exercises and advise staff how to best support these children in school.</p> <ul style="list-style-type: none"> • <i>Join Me</i> Software installed on a class ipad to support two visually impaired pupils. • Large print reading books loaned from RNIB (Royal National Institute for the Blind). • Soundfield System in place to support hearing impaired pupils. • Coloured overlays for children with dyslexic tendencies, also smart screens in the classroom set to an appropriate background colour. Use of cream paper throughout school. • 3 ELKLAN (Speech and Language Therapy Training) Trained TAs and 2 teachers (for Speech and Language support). • Nursery and Reception staff trained by Speech and Language Therapy 2012-2013 via the 'buy in service'.
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • Non-teaching Deputy Head who is also SENCo (Special Educational Needs Coordinator) who is SEN (Special Educational Needs) trained. • EYFS (Early Years Foundation Stage) Manager trained in Speech and Language Support for the under 5's and in support for children with Autism. • Whole staff trained in level 1 Training in Autistic Spectrum Disorders • Teaching Assistant trained in Phonics and Reading Recovery • Local Authority staff support from trained Visual Impairment personnel.
<p>4. What ongoing support and development is in place for staff regarding supporting children and young people with SEN?</p>	<p>CPD training offered regularly on:</p> <ul style="list-style-type: none"> • It is our goal to enable all our support staff to be ELKLAN trained in

	<p>Speech and Language Support.</p> <ul style="list-style-type: none"> • SENCo attends cluster meetings each term run by our Educational Psychologist, which always include training to keep up with current practice. • SENCo meets with other SENCOs from our family of schools each half term to share good practice and support each other in developing provision in our schools. • All staff attended Dyslexia training. SENCO updated teaching staff at a staff meeting (June 2015). • Early years manager is working towards the ECAT (Every Child a Talker) award.
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Reasonable adjustments are planned for children in year six at the start of the year, so that the children are familiar with these when the time comes to take the tests. These include:</p> <ul style="list-style-type: none"> • Readers during the mathematics test • Extra time for those children who have a statement • Small, quiet room for anxious children • Coloured overlays for children with dyslexia
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>At St.Luke’s we have an open door policy. Staff are willing to deal with concerns as they arise, but for a longer discussion, parents will need to make an appointment. The non-teaching SENCo is available each day to discuss parental concerns or give advice.</p> <p>During the year we share educational progress in the following ways:</p> <ul style="list-style-type: none"> • Parents Evenings in the autumn and spring terms • School reports in the summer term • Meetings with parents • Review of Education, Health and Care Plans • Review of IEPs (Individual Education Plans).
<p>7. What external teaching and learning do you offer?</p>	<p>Currently, no pupils are eligible for external teaching and learning.</p>

8. What arrangements are in place to ensure that support is maintained in "off site provision"?	Currently, no pupils access offsite provision.
9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> • We offer placements for PGCE (Post Graduate Certificate in Education) students from Manchester University at each stage in their training. • We also offer long term placements for trainee TAs • As part of our links with our High School, St. Ambrose Barlow, we regularly accept year 10 students for a week's placement in the summer term. • We have also offered voluntary placements for people considering teaching as a career.
Annual Reviews	
<ol style="list-style-type: none"> 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? 	
Annual Reviews	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> • Invites are sent to all parties involved • Review meetings are usually held in school, at a convenient time for parents who work/have commitments during the day • Provision is made for siblings to be cared for should the parents/carers be unable to find child care during the meeting • A translator is provided if needed • Staff are consulted prior to the meeting • Parents are made aware of the Salford Information and Advice Service, with whom we have a good, longstanding relationship.
2. What arrangements are in place for children with other SEN support needs?	<ul style="list-style-type: none"> • For children with other SEN support needs their progress in learning is tracked by the class teacher, monitored by the assessment coordinator and the head teacher and the SENCo, via book scrutinies,

	<p>lesson observations, pupil progress chats and our marking system. Progress is also shared with governors each term.</p> <ul style="list-style-type: none"> • Individual Education Plans (IEPs) are shared with parents and children each term and parents are invited to contribute at the writing and evaluation stage. Teaching Assistants working with the child also contribute to the IEP. • The SENCo is always available to advise and support staff, parents and children as the need arises. • Some children who are supported at school action plus have an annual review and support for transition to their next class. • All children who are on the Autistic Spectrum have support in the summer term to enable a smooth transition into their next class. • Phonics intervention for children in lower key stage 2. • Literacy and numeracy interventions for children who are not working at age related expectations.
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Keeping Children Safe	
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<ol style="list-style-type: none"> 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? 	
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Keeping Children Safe	
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<ol style="list-style-type: none"> 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"> • Parking facilities available in St.Luke’s Parish Car Park, which has one bay for the disabled
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	<ul style="list-style-type: none"> • All entrance/exit doors are at ground level or have ramps for ease of access • All entrance/exit doors are manned by a member of staff at the start and end of each day. • The Head teacher and Deputy head greet children and parents each morning as they arrive.
2. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> • At least two members of staff are on the playground during morning break • A group of year six children (Guardian Angels) care for vulnerable children with social communication difficulties to ensure that they are happy and comfortable at break times • Children in key stage two involved in social communication intervention groups have playground friends who ensure they always have someone to play with • A designated member of staff is available for any child who is anxious or worried during break times.
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"> • Risk assessments are undertaken for all school trips • PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. The PE equipment is checked annually. • Six members of staff are trained in first aid and the school has a regular programme to maintain this training.
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • All risk assessments are carried out in line with Salford Local Authority policy.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Policies can be found on the school Website. Please visit www.stlukesrc.co.uk
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	

<p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p> <p>3. What would the school do in the case of a medical emergency</p> <p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p> <p>Which health or therapy services can children access on school premises?</p>	
Health (including Emotional Health and Wellbeing)	
<p>1. What is the school's policy on administering medication?</p>	<ul style="list-style-type: none"> • Each case is dealt with individually and parents must give written permission for school to administer medication. • All medicines to be administered are kept in a locked cabinet near the school office. Some medicine may be kept in the fridge in the staffroom. • Parents are asked to ensure that medication is in date.
<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>	<ul style="list-style-type: none"> • A meeting is held with the parent/carer, SENCo, school nurse, teacher and any other health professional who is involved with the pupil to write the care plan. • The care plan is then shared with all staff involved with the child, monitored by the SENCo every half term or sooner if needed. • Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo if they feel the plan needs to be amended.
<p>3. What would the school do in the case of a medical emergency?</p>	<ul style="list-style-type: none"> • Call 999 • Contact a qualified first aider • 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 needed, a translator would be brought in.

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> • All staff are trained every 3 years on Safeguarding/Child protection • Relevant staff undertake external courses provided by the Local Authority and private companies • All staff trained on how to use an epi pen • Relevant staff are trained on CAF (Common Assessment Framework) completion and other relevant documents, i.e. RIATs (Referral and Investigation and Assessment Team), EWO (Educational Welfare Officer) referrals, etc. • Training by outside professionals for Autistic Spectrum Disorder
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • Health screening checks take place each year for vision and hearing for reception and year one children and for height and weight in year six • School can request advice from the school nurse when a need arises.
<p>Communication with Parents</p>	
<ol style="list-style-type: none"> 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? 	
<p>Communication with Parents</p>	
<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>	<p>St. Luke's school highly values its relationship with parents and all staff work hard to maintain and develop this</p> <ul style="list-style-type: none"> • The school website has details of staff and their responsibilities and general information about St. Luke's • Parents are encouraged to speak to their child's teacher in the first instance if they have a concern • The SENCO is available each day to discuss children with SEN • A newsletter is sent weekly, mostly by email, but parents can request a paper copy
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>There is an open door policy where staff will speak to parents briefly, but if there is a need for a longer conversation, then parents are asked to make an</p>

	<p>appointment at a mutually convenient time. Mr Jameson and or Miss Murphy are on the playground each day before school to enable parents to speak briefly. An appointment can then be made if necessary.</p>
<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"> • In the early years staff see parents at the start and end of each day and can communicate briefly. For an indepth conversation about a child's progress we hold parent days in the Autumn and Spring terms, where parents can see their child in the setting and discuss progress and next steps with their child's teacher. • Parents evenings are held in the Autumn and Spring Terms for parents of Key Stage One and Key Stage Two children. • All children will receive a school report in the Summer Term • One child from each class in Key Stage One and Key Stage Two will receive a certificate celebrating achievement. This is given out during the Friday Celebration Assembly and the children are congratulated in the weekly school newsletter (available on the school website). • Some children on the SEN register have a home/school book where the child's teacher or TA will record small steps of progress achieved or ideas to build on at home. Similarly, parents are invited to record aspects of their child's progress at home or any information that would be useful for school staff.
<p>5. How can parents give feedback to the school?</p>	<p>Parents can feedback verbally in an informal way.</p> <ul style="list-style-type: none"> • Alternatively, they can feed back at Parents' evenings or Parent Days. • Parents are also invited to complete a simple feedback form during parents' evenings. These responses are read by the senior team and are used to inform the school development plan or arrange an in depth conversation. • Some parents use email to give feedback • Some parents give feedback during review meetings
<p>Working Together</p>	
<p>1. Do you have home/school contracts? 2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	

<p>3. What opportunities are there for parents to have their say about their son/daughter’s education?</p> <p>4. What opportunities are there for parents to get involved in the school or become school governors?</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>
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Working Together	
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1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none"> • School Council meet every three weeks • Pupil voice questionnaires • Children talking on an informal basis in class or when working in groups
3. What opportunities are there for parents to have their say about their son/daughter’s education?	<ul style="list-style-type: none"> • Parents Evenings • SEN Review meetings • Open door policy – please see above • Arranging a meeting with teachers.
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • An invitation to be a governor is sent via a letter to all parents when the term of office of the previous governor is about to expire • Parents are welcome to approach school to volunteer in school. • Parents are encouraged to become involved in the PTA through meetings and the PTA events throughout the year.
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"> • Governor link to SEN • Governor link to Pupil Welfare • Chair of Governors comes into school every week.

What Help and Support is available for the Family?	
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<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>
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<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>	<ul style="list-style-type: none"> • Yes, the SENCo would arrange to meet with parents and help them complete all the necessary paper work • We have close links with SIASS – <i>Salford information, Advice and Support</i> who also support our parents with completion of forms • Headteacher will help to complete a CAF (Common Assessment Framework)
<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>	<ul style="list-style-type: none"> • The SENCO is available each day to provide advice and guidance for parents • Parents can call in to the main office or ring to make an appointment.
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>St.Luke’s has not needed to write travel plans so far. However if needed this would be done in partnership with the parents and all relevant professionals involved with the child.</p>
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p> <p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p> <p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>Children who transfer to St. Luke’s in year groups one to six usually have a pre-visit and some spend time (usually a morning or sometimes a whole day) in the class they will be moving into. During the visit they will be given a buddy or group of buddies to help and support them and answer any questions they may have.</p>
<p>2. What support is offered for young people leaving the school?</p>	<ul style="list-style-type: none"> • Liaison with St. Ambrose Barlow High School starts with attendance at the child’s year 5 review meeting, usually in the late spring or early summer terms. • Children from year 5 are also involved in activities where a teacher from the high school will come and teach a lesson (e.g., a Shakespeare

	<p>workshop) in St. Luke's.</p> <ul style="list-style-type: none"> • In year six, the SEN Teaching Assistant will come into school during the Autumn Term to meet the children who are on the SEN register and work alongside them in class, starting to build relationships and find out about strengths and weaknesses and their level of need. • Special visits are arranged for the more vulnerable SEN children to go to the High School for half a day with the SEN TA to become familiar with the building and meet some staff and children. These visits are then followed by the general pre-high school visit when all the year six children will take part.
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	<ul style="list-style-type: none"> • Preparation for adult life is addressed through our religious education lessons, science, sex education and personal and social education lessons, which promote good behaviour and attitudes for the world of work and happiness in their personal lives. • Throughout their time at St. Luke's there is an expectation that all our children will make at least expected progress in reading, writing and mathematics from starting points and as many children as possible are 'Secondary ready'. • We promote the importance of good attendance and punctuality. • Guided by Gospel values, staff provide good role models of behaviour to children by the way they treat each other and the children.
<p>Extra Curricular Activities</p>	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends? 5. 	
<p>Extra Curricular Activities</p>	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 	<ul style="list-style-type: none"> • After school - Pyramid Club for the more vulnerable children to encourage confidence and raise self esteem

	<ul style="list-style-type: none"> • After school science club, computing club (summer term) • After school – Football and Netball for years 5 and 6; Cross country and Athletics for years 3 to 6, fitness club for years 3 and 4.
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"> • There are numerous after school sporting activities that children are warmly invited to and we actively encourage children to participate in these. There is also a Pyramid Club for vulnerable pupils, once a week (Please see above). • All after school activities are free (with the exception of the year six residential trip to Lledr Hall, but we offer help with payment for vulnerable families). • There are no lunch time activities because the lunch break is too short to facilitate these.
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> • Risk assessments are carried out, parents are consulted and given the opportunity to ask questions about the residential trip at a meeting. • Experienced, trained TAs accompany most trips out.
4. How do you help children and young people to make friends?	<p>St.Luke’s ethos fosters an atmosphere of friendship and care for one another, rooted in Gospel values. This is actively encouraged and the staff and older children are good role models.</p> <ul style="list-style-type: none"> • Introduction of the Pyramid club for Year 3 and 4. • A group of year six children (Guardian Angels) care for vulnerable children with social communication difficulties to ensure that they are happy and comfortable at break times • Children in key stage two involved in social communication intervention groups have playground friends who ensure they always have someone to play with • All staff are vigilant at break times to actively encourage other children to be inclusive and caring • New children are welcomed and given buddies to support them in class and during break times to help them develop new friends.

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/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': Socialisation - poor social skills;

		<p>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>
C up L	Catch up Literacy	<p>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.</p>
	Clinical Psychologist	<p>Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.</p>
	Code of Practice	<p>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.</p>
	Connexions	<p>Connexions provide a targeted service to anyone aged between 13 and 25 who has a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.</p>
	Differentiation	<p>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.</p>
	Differentiated Curriculum	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>
	Dysarthria	<p>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.</p>
	Dyscalculia	<p>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.</p>
	Dysgraphia	<p>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</p>

		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 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.
	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 have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	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 children 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.
	Transition Plan	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
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.