

Local Offer Statement for Holy Cross and All Saints RC Primary School

School/Academy Name	Holy Cross and All Saints RC Primary School
Name and contact details of your school's SENCO	Mrs Rachel Whittaker 0161 7894386

Persons/roles responsible for maintaining details of the Local Offer for Holy Cross and All Saints RC Primary School

Name of Person/Job Title	Mrs Annemarie Bell – Headteacher	Mrs Rachel Whittaker - SENCo
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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?

We have a team of 16 teaching assistants (TAS) to help support the individual needs of pupils across the school.
All our staff are trained to adapt work so that every child's needs are met, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
We offer 1:1 or group support for any child that needs it in reading, writing, spelling, maths, fine motor skills etc.
Our classrooms are Dyslexia friendly and feature lots of visual prompts and supports:

- Visual timetables
- Word walls
- Maths and English Tool kits
- Coloured overlays
- Worksheets photocopied on cream paper if needed
- Differentiated worksheets and resources

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 teachers plan lessons in order that all children can access the curriculum. They use assessment information in order to understand each child's starting point and to plan the next steps for them. Sometimes teachers need further help and may ask for support from our SENDCo.
Those children who require extra support may also work with different

	<p>agencies to help them to learn independently. These include the Educational Psychologist, Speech and Language Therapist, Occupational Health, Learning Support Services and the School Nurse.</p> <p>We always talk to parents before we ask for help from other agencies. Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"> • Laptops and iPads which can be used for recording work if a child has writing difficulties • Sets of coloured overlays for students with dyslexic tendencies • Pens, pencils and grips to help with handwriting.
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>All teaching staff carried out training on strategies to identify and support children with fine motor skill difficulties.</p> <p>All staff have completed training on attachment difficulties in children.</p> <p>All staff have completed training on working with children with ASD.</p> <p>Two teaching staff have attended training around assessing children in preparation for a dyslexia assessment.</p> <p>SENDCo and Mental Health Lead (Ms Richardson) attended training in order to make referrals to CAMHS.</p> <p>3 Teaching Assistants attended training in Lego Therapy.</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>Staff development needs are identified through performance management and appraisals and CPD is offered, e.g. Speech and Language support (ELKLAN), Dyslexia training.</p> <p>One staff meeting each term is dedicated to SEN issues or topics. In the last year, we have focused on meeting the needs of neurodiverse children.</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements are implemented all year round, when doing tests, so that SEN children are used to these arrangements and are well prepared when they are completing assessments.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> • Intervention groups to give children extra help. • Tuition after school. • Readers or Scribes who receive training from the year 6 teacher • Extra time requested for tests if necessary • A separate room for anxious students

	<ul style="list-style-type: none"> • Coloured overlays for pupils with dyslexic tendencies.
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Our school aims to work closely with parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> • Parents Evenings in October and February. Parents are informed of their child's progress at these meetings. • School reports – once yearly which include record of current levels and progress. • Meetings with parents (Either requested by parents or class teacher) • Information on reading/general progress can be recorded in the child's school reading diary. • Review of EHCPs • Review of Support plans (IEPs) and Provision Maps
<p>7. What external teaching and learning do you offer?</p>	<p>We have a CARITAS support worker who offers individual or group sessions for children with emotional issues - ½ day every week. CARITAS Salford</p> <p>A buy-in Speech and Language Therapist leads interventions for targeted children.</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</p>
<p>9. What work experience opportunities do you offer?</p>	<p>We regularly employ Teaching Assistant apprentices to develop their skills in our school. Student teachers carry out placements in various classes each year. Pupils from St. Patrick's High School take part in work experience for 1 week in the summer term.</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</p>	<p>Our school follows Government and LA advice when reviewing EHCPs. This includes:</p>

<p>(EHC) Plans?</p>	<ul style="list-style-type: none"> • Invites to all parties involved via Salford's EHC Hub Salford EHC Hub • Review meetings held in school or on a remote platform, such as Microsoft Teams. • Review meetings held at a convenient time for parents who work/have commitments during the day • Translator provided if needed • Consultation with staff prior to the meeting • Making parents aware of SIASS support.
<p>2. What arrangements are in place for children with other SEN support needs?</p>	<p>We strive to meet the needs of other children with SEN by providing:</p> <ul style="list-style-type: none"> • Small group work and 1:1 interventions • Educational Psychologist for assessments and strategies • Speech and Language Therapy Support for children with language difficulties. This includes following programmes set by Speech and Language Therapists and support from a buy-in therapist. • CARITAS support for children with emotional or behavioural difficulties. • As part of Salford's Thrive in Education offer, we have a CAMHS i-Reach practitioner in school for 1/2 day each week, to support children with difficulties such as: low mood, anxiety, worry, behavioural & emotional regulatory problems and sleep difficulties. • Interventions to target specific needs, for example: <ul style="list-style-type: none"> ➤ Coordination Matters programme, targeting development of fine motor skills. ➤ Lego Therapy, targeting social skills, communication, and interaction. ➤ Phonics and spelling interventions. ➤ Reading interventions. ➤ Maths interventions.
<p>Keeping Children Safe</p>	
<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? 2. What support is offered during breaks and lunchtimes?</p>	

<p>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p> <p>4. What are the school arrangements for undertaking risk assessments?</p> <p>5. Where can parents find details of policies on bullying?</p>	
<p>Keeping Children Safe</p>	
<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>Children enter school via the nearest entrance to their classroom every morning. This gives parents the opportunity to speak to the class teacher. Parents should inform school if a child is to be collected by a different adult, children will not be released at the end of the day until we have received verbal confirmation over the phone by their parents. The school day begins at 8.45pm; any children arriving after this time should enter school via the office.</p> <p>We have a secure carpark, with a disabled parking space for visitors or staff who may need it. Parking is very limited, so unfortunately there are not spaces for parents to park at the start and end of each day. The car park gates are locked at 8.30.</p> <p>Parents who drive to school can park on the surrounding roads, taking into account parking restrictions around the immediate area outside the school.</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>A teacher and teaching assistant supervise playtimes, making sure that children who are lonely, upset or worried are reassured. Older children take on the responsibility of being 'buddies' to ensure that children are happy at playtime.</p> <p>Lunchtime welfare staff are briefed on specific children's needs and children can be allocated a key welfare assistant if necessary. Games and sporting activities are organised at lunchtimes to keep children occupied.</p> <p>Children are able to choose from a range of play equipment.</p>
<p>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Teachers collect their class from the playground at the end of playtime. Teachers supervise home times and ensure children are handed over to their parents or another agreed adult safely.</p> <p>In Nursery and Reception, parents bring their child into school in the morning and are handed over to them in the EYFS playground at the end of the day.</p> <p>Risk assessments are undertaken for all school trips and individual risk</p>

	<p>assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency</p> <p>On school trips the school ensures the correct child: adult ratio.</p> <p>PE lessons are always supervised and risk assessments for individuals are undertaken, if and when necessary.</p>
4. What are the school arrangements for undertaking risk assessments?	<p>At Holy Cross and All Saints Primary School, risk assessments are in line with Salford LA.</p> <p>Risk assessments are undertaken for all school trips and staff make pre-visits to sites before the date of the trip. School staff complete an EVOLVE form to help plan visits and to identify learning opportunities and possible risks. These are shared with all staff prior to the visit.</p>
5. Where can parents find details of policies on bullying?	<p>Policies can be found on the school Website and copies can be given to parents on request.</p> <p>Anti-bullying policy</p>
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> 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? 5. Which health or therapy services can children access on school premises? 	
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<p>School has a policy on medication administration, ratified and agreed by governors.</p> <p>Medicine Policy</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?	<ul style="list-style-type: none"> • A meeting is held with the parent/carer, SENDCo, class teacher, school nurse and any other professional who is involved with the pupil. • The Care plan is then put into practise and monitored by the SENDCo, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENDCo if they feel the plan needs to be amended.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> • Call 999 • Contact a qualified first aider

	<ul style="list-style-type: none"> • Contact parent/carer • 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.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> • All staff are trained every 18 months on Safeguarding/Child protection • Relevant staff undertake external courses provided by the LA and private companies • Relevant staff trained on how to use an epi pen • Relevant staff trained on Early Help Assessment completion and other relevant documents, e.g. SALT referrals, EWO referrals, etc. • To meet the needs of specific children, the school works closely with a range of outside professionals who provide training for particular learning needs such as ASD, ADHD, EAL, etc.
5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> • Speech and Language Therapy for children who need targeted intervention from a buy-in Speech and Language Therapist. • School's link Speech and Language Therapist comes into school for one day every term to work with teachers and TAs on programmes of work for children with language difficulties. • Occupational Therapists provide strategies or exercises for specific children that can be done in school.
Communication with Parents	
<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? 	
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?	Parents are informed in the summer term who their child's class teacher is to be in the next academic year and which teachers or TAs take on specific responsibilities, such as SENDco or Child Protection Officer.

	<p>In the summer term meetings are held for parents of children starting Nursery or Reception in the new academic year. Parents have a chance to meet Early Years staff and the headteacher and deputy headteacher.</p> <p>With parents/carers agreement the nursery and reception teacher and TA carry out home visits for all new intake.</p> <p>Information is also available on the school website: https://www.holycrossandallsaints.co.uk/whos-who/</p>
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>Our teachers are available to talk to parents briefly in the morning or after school. If a lengthier discussion is required then an appointment can be made.</p> <p>All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
<p>3. How do you keep parents updated with their child/young person's progress?</p>	<p>We update parents in a number of ways:</p> <ul style="list-style-type: none"> • Parents evenings in October and February • School reports • Reward certificates and headteacher's awards • Informal chats before and after school • Parents can make an appointment with their child's class teacher • Speaking to parents at the end of the school day. • Communication via the child's school diary. • Telephone calls.
<p>4. Do you offer Open Days?</p>	<p>We have set dates and times each Autumn term for parents to tour the school and to ask any questions they have about the provision we provide.</p> <p>Once children gain a place in Early Years, parents can attend an information evening, explaining the school routines.</p> <p>Parents are invited to meet with their child's class teacher in September to get specific information about that year group and to take away useful tips and advice sheets on how they can help their child at home.</p>
<p>5. How can parents give feedback to the school?</p>	<p>Parents can feedback in a number of ways:</p>

	<ul style="list-style-type: none"> • Parent's meetings to ask for parents views and ideas • Parent questionnaires • OFSTED parent view https://parentview.ofsted.gov.uk/ • 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	
<ol style="list-style-type: none"> 1. Do you have home/school contracts? 	<p>Our school has home/school agreements which our parents are asked to sign when their child enters school. The agreement encourages parents to support children with their homework, ensure their child is in school on time and ensure their child has good attendance.</p>
<ol style="list-style-type: none"> 2. What opportunities do you offer for pupils to have their say? e.g. school council 	<p>Our school offers a range of opportunities for pupils to have their say:</p> <ul style="list-style-type: none"> • School Council- every two weeks • Circle time • Staff Listen to children on an informal basis • CARITAS support worker is available weekly for the children to talk to. She also works with small groups from each class, including completing transition work with Y6 children. • Pupil GIFT ambassadors, alongside the GIFT team staff member (Mrs O'Shaughnessy) organise events and opportunities for reflection and celebration of faith • Eco champions • Emotionally Friendly School Champions
<ol style="list-style-type: none"> 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 • Arranging a meeting with teachers. • Parent questionnaires

<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<p>Parents are invited to be governors via letters, newsletters or the school website. Parents are invited to volunteer to help with hearing individual readers. Parents are invited into school to help on school trips.</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>Our school has a named governor linked to SEND (Sheila Entwistle). The SEND governor liaises with SENDCO annually to discuss progress and the overall picture of SEND at Holy Cross and All Saints.</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? 2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this? 3. How does the school help parents with travel plans to get their son/daughter to and from school?</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>The SENDCo can arrange to meet with parents and help them complete paperwork if required. Close links with SIASS who also support our parents with completion of forms. CARITAS support worker will also help parents to complete forms, such as Early Help Assessment etc.</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>Our school has a CARITAS support worker who works closely with parents and their children in numerous ways. Parents can make an appointment with the Head Teacher, the Deputy Head or SENDCO if they would like any further advice. We will liaise with other agencies and professionals if necessary to offer helpful information and guidance to parents.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<p>This is generally not an issue, but the school would discuss options with parents if necessary.</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) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	

3. What advice/support do you offer young people and their parents about preparing for adulthood?	
Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the high school, buddying)	<p>We have close links with our feeder high school, St. Patrick's, and most of our pupils attend there when they leave us.</p> <ul style="list-style-type: none"> • Year 7 co-ordinator visits primary schools to speak to pupils in Year 6 • Year 6 pupils visit for taster days during their final year. There are 2 formal transition days, usually at the end of June/beginning of July. • Year 5 pupils visit the high school to take part in a taster morning in Spring term. • Additional visits are arranged for SEND pupils to meet staff and to develop links with their high school • Year 6 teacher liaises with the transition lead and/or high school SENCo, passing on relevant information on the children and suggesting children who would benefit from being in the same form as each other for support. <p>Children who will be attending a different high school also attend transition days and the year 6 teacher will speak to their head of year 7.</p>
Extra Curricular Activities	
<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? 	
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>Before school – breakfast club in the hall (7.30 – 9.45) After school – After school Club in the hall (3.15 – 5.30) https://www.holycrossandallsaints.co.uk/beforeafter-school-club/</p>
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>There are several after school activities that pupils are warmly invited to, e.g. Lego club, sports clubs, gardening club, Spanish club, to name but a few.</p>

	<p>All clubs are mentioned in newsletters and parents are sent letters to invite their child to attend.</p> <p>The lunchtime welfare staff have been trained in organising and carrying out fun activities and they regularly arrange mini tournaments and day to day activities.</p>
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>Risk assessments and pre-visits are carried out, parents are consulted and parents are offered a place to accompany their child if needed.</p> <p>We also offer 1-1 support or small group support for pupils.</p> <p>Pupils from families who are economically disadvantaged are offered free or heavily subsidised places on all trips and residential.</p> <p>When trips are arranged quieter, more vulnerable students are approached personally and encouraged to give it a go. Experienced, trained TAs accompany most trips out.</p>
4. How do you help children and young people to make friends?	<p>We use a buddy system at break time and lunchtime. Our teachers and TAs also support the children at break times and lunchtimes, encouraging them to play co-operatively.</p>

Please visit <http://holycrossandallsaints.co.uk/policies/> to see copies of all our school policies. Printed copies of these are available on request.

Glossary for Local Offer

	Annual Review	<p>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.</p>
ADHD/A DD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be:</p> <p>Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive.

		<ul style="list-style-type: none"> • Hyperactive and impulsive, but able to pay attention.
	Assessment	<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. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
ASD	Autistic Spectrum Disorder	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> • Socialisation - poor social skills; • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change. <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	CARITAS children and family services.	<p>The service offers a Holistic In-school Social Work Service –and a menu of services that encompass Individual Counselling Support for children and young people, Group Work, Family Social Work Support and School Staff Support.</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>
	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>

	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.
	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.
	ELKLAN	Someone who is ELKLAN trained Knows how to modify their interactions with children; can change the way they speak to children so they understand more of what is said; can use modelling to encourage talking, understands the development of speech sounds and why children have problems.
	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.
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.
	Nurture Room	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level.
	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 Year 7/8 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.
	Support Plan	An Support Plan 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 a Support Plan but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one.

		A Support Plan should be reviewed regularly and at least twice a year.
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.