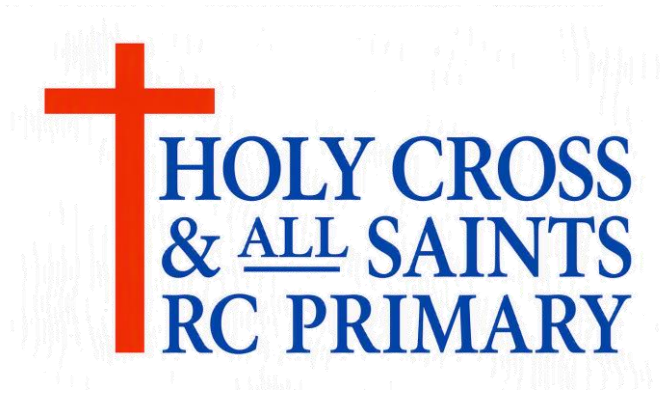




Holy Cross and All Saints RC Primary School

Love Jesus • Love Learning • Love Life

SEND Local Offer

Local Offer Statement

Academic Year 2026–27

Our contribution to Salford City Council's Local Offer for children and young people with SEND

*"We are of the Gospel, educating all children in order for them to grow
and reach their full potential as fulfilled people in Christ"*

About this Local Offer

Every local authority must publish a Local Offer setting out what is available in its area for children and young people aged 0–25 with special educational needs and disabilities. Every school contributes its own Local Offer Statement so that families can see what a particular school provides.

This is our statement. It sits alongside our SEND Policy and our SEND Information Report, and it uses the question headings that Salford City Council asks all schools to answer.

Want to talk to someone?

Our SENDCo and Assistant Headteacher is Ms A Richardson.

Telephone 0161 789 4386 | Email sendco@holycrossallsaints.salford.sch.uk

For anything else, the school office is on 0161 789 4386 or office@holycrossallsaints.salford.sch.uk

School details

School name	Holy Cross and All Saints RC Primary School
Type of school	Voluntary aided Roman Catholic primary school with nursery provision, in the Diocese of Salford. Age range 3–11.
Local authority	Salford City Council
SENDCo	Ms A Richardson, Assistant Headteacher and SENDCo 0161 789 4386 sendco@holycrossallsaints.salford.sch.uk
Headteacher	Mrs A Bell office@holycrossallsaints.salford.sch.uk
Assistant Headteachers	Ms A Richardson and Mrs J Randle
SEND Link Governor	Mrs J Arslan, contactable via the school office
Designated Safeguarding Leads	Mrs A Bell, Ms A Richardson, Mrs J Randle and Mrs R Whittaker
Who maintains this Local Offer	Mrs A Bell, Headteacher, and Ms A Richardson, Assistant Headteacher and SENDCo 0161 789 4386 office@holycrossallsaints.salford.sch.uk

Version and review

Version	2026–27
Updated by	Ms A Richardson, Assistant Headteacher and SENDCo
Date updated	1 st September 2026
Review cycle	Reviewed and republished annually, and updated in-year whenever information changes

Next review due	Autumn Term 2027
Where to find it	On the SEND Support Hub area of our website. Paper copies are available on request from the school office, in large print or another format if that would help you.

Salford's Local Offer is published at salford.gov.uk/localoffer. Our SEND Policy, SEND Information Report, Accessibility Plan, Intervention Offer, SEND Graduated Approach and Ordinarily Available Inclusive Provision document are all on the SEND Support Hub area of our website.

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Teaching and Learning

Question	Our answer
1. What additional support can be provided in the classroom?	We have a team of [insert number] teaching assistants who help support the individual needs of children across the school. All our staff are trained to adapt work so that every child's needs are met while maintaining high expectations for all, so that every child has the chance to meet expectations. We offer 1:1 or small-group support for any child who needs it — in reading, writing, spelling, maths, fine motor skills and more. Our classrooms are dyslexia friendly and full of visual prompts and support: • visual timetables and now-and-next boards • word walls and vocabulary displays • maths and English toolkits • coloured overlays, and work printed on cream or coloured paper where it helps • scaffolds such as word banks, sentence starters, writing frames and worked examples • a calm space to go to, and movement or sensory breaks We call this everyday good practice Ordinarily Available Inclusive Provision. It does not need a diagnosis or a referral — it is simply what teaching looks like here.
2. What provision do you offer to help children access the curriculum and develop independent learning?	All teachers plan lessons so that every child can access the curriculum. They use assessment information to understand each child's starting point and to plan the next steps. Sometimes teachers need further help and will ask for support from our SENDCo. Children who need extra support may also work with outside professionals to help them learn more independently. These include the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, the school nurse, and Salford Learning Support Service, which includes the Autism and Social Communication Team and the Cognition and Learning Team. We always talk to parents and ask for your written consent before we ask another agency for help. Some children need particular equipment. In school we have: • laptops, iPads and Chromebooks for recording work where writing is a barrier • coloured overlays and reading rulers • pens, pencils, grips and writing slopes to help with handwriting • ear defenders and sensory/fidget tools Our teaching assistants are trained to build children's independence, not their reliance on an adult.
3. What staff specialisms and expertise do you have around SEN or disability?	• All teaching staff receive training on strategies to identify and support children with fine motor difficulties. • All staff receive training on attachment difficulties in children.

	• All staff receive training on working with autistic children. This training forms part of induction for new staff and is refreshed as part of our professional development programme. • Our SENDCo has training in assessing children in preparation for a dyslexia assessment. • Our SENDCo, who is also our Mental Health Lead, is trained to make referrals to CAMHS. • Teaching assistants are trained in Lego Therapy. • Staff have ELKLAN speech and language training. • We hold Emotionally Friendly School status — staff are trained to identify and respond to children’s emotional needs. Our SENDCo is a qualified teacher and holds, or is working towards, the National Professional Qualification for SENCOs.
4. What ongoing support and development is in place for staff around supporting children with SEN?	We choose training by looking at the profile of need on our current SEND register, so that it makes a difference to the children in school now. Needs are also identified through appraisal. • SEND has dedicated time on INSET days and in staff meetings across the year. • CPD is offered where it is needed — for example ELKLAN speech and language support, dyslexia training, ADHD training etc. • When a child with a particular need joins us, we ask specialist professionals to give awareness training to every adult who will work with that child. • Whenever an individual attends training, they share it with colleagues in a staff meeting so the whole school benefits. • All new staff, including support staff and supply staff, are inducted into our SEND practice. The SENDCo keeps a record of SEND training and reports on it to governors each year.
5. What arrangements are made for reasonable adjustments in the curriculum, and support during tests?	Access arrangements are used all year round, not just at test time, so that children are used to them and well prepared. Extra time, a scribe and modified papers need an application to the Standards and Testing Agency by its deadline; a reader and rest breaks we can arrange ourselves where they reflect your child’s normal way of working. In the English reading test a reader may only read the general instructions, not the texts or the questions, and a child given extra time solely because of a reading difficulty may have extra time or a reader, but not both. • readers or scribes, who are trained beforehand • extra time where a child meets the criteria • rest breaks • a separate, quieter room for children who find tests stressful • modified or enlarged papers • coloured overlays Alongside this we run intervention groups to give children extra help, and after-school tuition where it will make a difference.
6. How do you share educational progress and outcomes with parents?	We aim to work closely with parents and communicate in a variety of ways: • parents’ evenings in October and February

	• a written school report once a year, including progress • termly SEND Coffee Mornings, where you can meet the SENDCo and other parents, ask questions and talk through SEND information in an informal setting • meetings requested by you or by the class teacher, at any point in the year • termly review of Individual Education Plans (IEPs), which are sent home for your comments • annual reviews of Education, Health and Care plans • reading and home–school diaries • informal conversations at the start and end of the day We meet regularly with parents of children with SEND across the year, and you never need to wait for a scheduled meeting to raise something.
7. What external teaching and learning do you offer?	As part of Salford’s Thrive in Education offer, we have a CAMHS i-Reach practitioner in school for half a day each week, supporting children with difficulties such as low mood, anxiety, worry, emotional regulation and sleep. A buy-in Speech and Language Therapist leads interventions for targeted children. Our link Speech and Language Therapist comes into school for one day each term to work with teachers and teaching assistants on programmes for children with language difficulties.
8. What arrangements are in place to ensure support is maintained in off-site provision?	As at September 2026, no pupils access off-site provision. If a child did, the SENDCo would agree the arrangements with you and the provider in writing, share the child’s plan and successful strategies, and keep the provision under review with you as part of the termly cycle.
9. What work experience opportunities do you offer?	• 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 often take part in work experience with us for one week in the summer term.

Reviews

Question	Our answer
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) plans?	We follow Government and local authority guidance when reviewing EHC plans. This includes: • invitations to everyone involved through Salford’s EHC Hub • review meetings held in school, or remotely on Microsoft Teams if that is easier for you • meetings arranged at a time that works for parents who are working or have other commitments • a translator provided where needed • consultation with staff before the meeting, so that everyone’s view is represented • your child’s views sought before the meeting, and your child attending part of it where that is right for them • making you aware of SIASS, so you have access to free, independent advice Reviews are held annually, or every six months for children under five, and sooner if needs change significantly. The Year 5 review focuses on the move to secondary school, and the receiving school is involved from the autumn term of Year 6.
2. What arrangements are in place for children with other SEN support needs?	Every child on the SEND register has an Individual Education Plan with SMART targets, reviewed termly through a cycle of assess, plan, do and review. We strive to meet needs by providing: • small-group work and 1:1 interventions • Educational Psychologist assessment, advice and strategies • Salford Learning Support Service assessment, advice and strategies, including from its Autism and Social Communication Team and its Cognition and Learning Team • Speech and Language Therapy support, including following programmes set by therapists and support from a buy-in therapist • a CAMHS i-Reach practitioner in school half a day each week • Coordination Matters, targeting the development of fine motor skills • Lego Therapy, targeting social skills, communication and interaction • phonics, spelling, reading and maths interventions Our full Intervention Offer is published on the SEND Support Hub and refreshed each year.

Keeping Children Safe

Question	Our answer
1. What handover arrangements are made at the start and end of the school day? Is there parking for drop-off and pick-up?	Children enter school through the entrance nearest their classroom. Classroom doors open at 8.40am and registration begins at 8.45am. Children arriving after 8.50am sign in at the office. This gives parents the chance to speak to the class teacher each morning. The school day finishes at 3.15pm and children are collected from their classroom doors or designated door. Children are not released until a trusted adult collects them in person. Please tell us if a different adult will be collecting — we will not release a child until we have verbal confirmation from you. Children in Years 5 and 6 may walk home independently by agreement with a parent or guardian. For children with SEND we can arrange a soft start, a quiet arrival space, or a named trusted adult to meet your child at the gate. Just ask. We have a secure car park with a disabled parking space for visitors or staff who need it. Parking is very limited, so there are no spaces for parents at the start and end of the day, and the car park gates are locked by 8.30am. Parents who drive can park on the surrounding roads, observing the restrictions immediately outside school.
2. What support is offered during breaks and lunchtimes?	• At least one teacher and a teaching assistant supervise playtimes, making sure children who are lonely, upset or worried are noticed and reassured. • Older children take on the responsibility of being buddies, so that children are happy at playtime. • Lunchtime welfare staff are briefed on individual children's needs, and a child can be allocated a key welfare assistant where that helps. • Games and sporting activities are organised, and children can choose from a range of play equipment. • A quieter, indoor alternative is available for children who find the playground overwhelming. Playtimes and lunchtimes are when children with SEND are most likely to feel isolated or to be bullied, so we staff and plan them deliberately.
3. How do you ensure children stay safe outside the classroom — for example in PE and on school trips?	• Teachers collect their class from the playground at the end of playtime, and supervise home time to make sure every child is handed over safely. • In Nursery and Reception, parents bring their child into school and children are handed over in the EYFS playground at the end of the day. • Risk assessments are undertaken for all school trips, and individual risk assessments are written for particular children with you, the school nurse or an outside agency. • On trips we always maintain the correct adult-to-child ratio, and experienced, trained teaching assistants accompany most visits. • PE lessons are always supervised, with individual risk assessments where needed.
4. What are the school's arrangements for undertaking risk assessments?	Risk assessments are carried out in line with Salford local authority guidance.

	• Staff complete an EVOLVE form to plan visits, identify learning opportunities and identify possible risks. These are shared with all staff before the visit. • Staff make pre-visits to sites before the date of the trip. • Individual risk assessments are written with you and reviewed as your child changes. The purpose of a risk assessment is to make participation possible, not to prevent it. If we ever think a child cannot take part in something, we will explain why, talk it through with you, and offer a meaningful alternative.
5. Where can parents find details of policies on bullying?	Our Anti-Bullying Policy is published on the school website, and printed copies are available on request. We know that children with SEND can be more likely to be bullied and less likely to tell someone, so we take specific steps: whole-school work on difference and disability through PSHE, RE and collective worship; trained supervision at less structured times; buddy systems; regular direct pupil-voice checks with children with SEND about whether they feel safe; and prompt, recorded action followed by a conversation with you.

Health, including Emotional Health and Wellbeing

Question	Our answer
1. What is the school's policy on administering medication?	The school has a policy on administering medication, ratified and agreed by governors, alongside our Supporting Pupils with Medical Conditions Policy. Both are published on the school website.
2. How do you work with the family to draw up a care plan, and make sure all relevant staff know about it?	A meeting is held with you, the SENDCo, the class teacher, the school nurse and any other professional involved with your child. Together we write an Individual Healthcare Plan. The plan is then put into practice and monitored by the SENDCo, and shared with every member of staff who works with your child, including lunchtime and wraparound staff. We consult you before making any adjustment to the plan, and you can meet the SENDCo at any time if you think it needs amending. Plans are reviewed at least once a year.
3. What would the school do in the case of a medical emergency?	• Contact a qualified first aider, who will assess your child. • Call 999 where the first aider, or your child's Individual Healthcare Plan, indicates it is needed. • Contact the parent or carer. • In the absence of a parent or carer, a first aider would accompany your child to hospital. • If language is a barrier, a member of staff would stay at the hospital to explain what had happened, and a translator would be brought in where possible.
4. How do you ensure staff are trained and qualified to deal with a child's particular needs?	• All staff receive safeguarding and child protection training, with updates at least annually and full refresher training every 18 months. • Our Designated Safeguarding Leads are Mrs A Bell, Ms A Richardson, Mrs J Randle and Mrs R Whittaker, so there is always a trained lead available. • Relevant staff are trained in the use of an epi-pen and in administering prescribed medication. • Relevant staff are trained to complete Early Help Assessments and referrals, including speech and language and Education Welfare referrals. • To meet the needs of specific children, we work closely with outside professionals who provide condition-specific training — for example a specialist nurse, or training on autism or ADHD. • Relevant staff undertake external courses provided by the local authority and by specialist organisations.
5. Which health or therapy services can children access on school premises?	• Speech and Language Therapy for children who need targeted intervention, from a buy-in therapist. • Our link Speech and Language Therapist, who comes into school for one day each term to work with teachers and teaching assistants on programmes of work. • Occupational Therapy strategies and exercises for specific children, to be carried out in school. • A CAMHS i-Reach practitioner, in school half a day each week.

	• The school nursing service.
6. What support is there for emotional health and wellbeing?	We hold Emotionally Friendly School status, and our SENDCo is also our Mental Health Lead. • weekly circle time and PSHE in every class • our CAMHS i-Reach practitioner, half a day each week • mindfulness, meditation and contemplation time • our school wellbeing hub, which children choose to use as a quiet space • targeted interventions for emotional regulation, friendship, social communication and self-esteem • lunchtime welfare staff trained to encourage co-operation and teamwork We also understand emotionally based school avoidance as distress rather than defiance, and will work with you early to put in place adjustments such as a soft start, a named adult, a quiet arrival space or a temporary adjusted timetable with a clear plan to build back up. Guidance for families is on the SEND Support Hub.

Communication with Parents

Question	Our answer
1. How do you make sure parents know who's who, and who to contact with concerns?	Parents are told in the summer term who their child's class teacher will be in the next academic year, and which staff hold specific responsibilities such as SENDCo, Mental Health Lead and Designated Safeguarding Lead. In the summer term we hold meetings for parents of children starting Nursery or Reception, where you can meet the Early Years staff, the Headteacher and the Assistant Headteachers. With your agreement, the Nursery and Reception teacher and teaching assistant carry out home visits for all new starters. Details of all staff are on the Our Staff Team page of the school website. Contact details for the SENDCo are also on the SEND Support Hub.
2. Do parents have to make an appointment, or do you have an open door policy?	Our teachers are available to talk to parents briefly in the morning or after school. If a longer discussion is needed, an appointment can be made. All parents are dealt with as swiftly as possible — usually on the day of contact, or at the latest the day after. You can also contact the SENDCo directly on 0161 789 4386 or at sendco@holycrossallsaints.salford.sch.uk.
3. How do you keep parents updated on their child's progress?	• parents' evenings in October and February • an annual written school report • termly SEND Coffee Mornings with the SENDCo • termly Individual Education Plan reviews, sent home for your comments and suggestions • reward certificates and headteacher's awards • informal conversations before and after school • appointments with the class teacher whenever you want one • the home-school or reading diary • telephone calls
4. Do you offer open days?	We set dates and times each autumn term for parents to tour the school and ask questions about the provision we offer. Once children have a place in Early Years, parents are invited to an information evening explaining school routines. Parents are invited to meet their child's class teacher in September to get specific information about that year group, and to take away tips and advice sheets on supporting learning at home.
5. How can parents give feedback to the school?	• at our termly SEND Coffee Mornings, which are as much about listening to you as informing you • by speaking to the class teacher, the SENDCo, an Assistant Headteacher or the Headteacher • by arranging to see staff at a mutually convenient time • through Ofsted Parent View at parentview.ofsted.gov.uk • through our Complaints Procedure, published on the school website, if something has not been resolved If you are unhappy about SEND provision specifically, please speak to the class teacher first, then the SENDCo, then the Headteacher, and

then the Chair of Governors. You also have separate rights to free independent advice from SIASS, to local authority mediation, and to appeal to the First-tier Tribunal (SEND) about local authority decisions. We will always tell you about these and never discourage you from using them.

Working Together

Question	Our answer
1. Do you have home/school contracts?	We have a home–school agreement which parents are asked to sign when their child enters school. It encourages parents to support their child with homework, to make sure their child is in school on time, and to support good attendance.
2. What opportunities do you offer for children to have their say?	• School Council, which meets every two weeks • circle time in every class • staff listening to children on an informal, everyday basis, and every child having a named trusted adult • GIFT pupil ambassadors, who work with the GIFT team staff lead to organise events and opportunities for reflection and celebration of faith • Eco Champions • Emotionally Friendly School Champions • one-page profiles, so that every adult knows what matters to a child, what helps and what does not • involving children in setting and reviewing their own IEP targets, in a way that suits their age and understanding • pupil-voice activities such as questionnaires and structured conversations, including specific checks with children with SEND about how safe and happy they feel For children who find talking difficult we use drawing, symbols, photographs and scaling rather than expecting a conversation.
3. What opportunities are there for parents to have their say about their child's education?	• parents' evenings • termly SEND Coffee Mornings • SEND review meetings, and commenting on your child's IEP when it comes home • EHC plan annual reviews • our open door policy, and arranging a meeting with teachers or the SENDCo at any time
4. What opportunities are there for parents to get involved in school, or to become a governor?	• Parents are invited to stand as governors via letters, newsletters and the school website. • Parents are invited to volunteer to hear individual readers. • Parents are invited to help on school trips. We particularly welcome parents of children with SEND putting themselves forward, so that governance reflects the whole school community.
5. How does the Governing Body involve other agencies in meeting the needs of children with SEN and supporting their families?	Our named SEND Link Governor is Mrs J Arslan. The SEND Link Governor meets the SENDCo at least termly to review the SEND register, provision mapping, the impact of interventions, the use of the notional SEN budget, staff training and outcomes for children with SEND. She reports to the Curriculum, Pupil and Admission including Safeguarding Committee, and to the full Governing Body. Governors hold the school to account for working effectively with health, social care, local authority support services and voluntary organisations, and receive an annual SEND report from the SENDCo.

Help and Support for the Family

Question	Our answer
1. Do you offer help with completing forms and paperwork?	Yes. The SENDCo can arrange to meet you and help you complete paperwork if you would like support. We have close links with Salford Information Advice and Support Service (SIASS), who also support parents with completing forms, and who are independent of school. We can also help you begin an Early Help Assessment, which looks at the whole family and identifies who is best placed to help.
2. What information, advice and guidance can parents access through the school?	You can make an appointment with the Headteacher, an Assistant Headteacher or the SENDCo at any time. Our termly SEND Coffee Mornings are an informal way to get information, ask questions and meet other parents in a similar position. The SEND Support Hub area of our website holds guides for parents, including a SEND Glossary of Terms, an ADHD guide, a guide to emotionally based school avoidance, and the Initial Concern forms. We will also signpost you to independent support — SIASS, the Salford Parent Carer Forum, IPSEA and Salford's Local Offer — and will liaise with other agencies and professionals where that would help you.
3. How does the school help parents with travel plans to get their child to and from school?	This is generally not an issue, but we would discuss options with you if it were. We can also explain how Salford's home-to-school transport arrangements work and who may be eligible, and help you make an application.

Transition and Moving On

Question	Our answer
1. What support does the school offer children in Year 6 who are moving to high school?	We have close links with our feeder high school, St Patrick's, and most of our pupils go there when they leave us. • The Year 7 co-ordinator visits to speak to our Year 6 pupils. • Year 6 pupils have two formal transition days, usually at the end of June or the beginning of July, plus taster days during the year. • Year 5 pupils visit the high school for a taster morning in the spring term. • Additional visits are arranged for children with SEND, so they can meet staff and build links before September. • The Year 6 teacher and the SENDCo liaise with the transition lead and the high school SENDCo, passing on the IEP, the one-page profile and the strategies that work, and suggesting which children would benefit from being in the same form for support. Children going to a different high school also attend transition days, and our Year 6 teacher speaks to their head of Year 7. For children with an EHC plan, planning for secondary school begins at the Year 5 annual review, and the receiving school is invited to the Year 6 review.

2. What support is offered for children moving between year groups or joining mid-year?	Between year groups there is a structured handover between class teachers covering the IEP, the one-page profile and what has worked. We arrange extra visits to the new classroom, and transition booklets with photographs of the new room and adults for children who need them. For children joining us mid-year, we request records straight away, arrange an early meeting with you, and put support in place from the first day wherever we can. For children starting Nursery or Reception we make early contact with the pre-school setting and any health professionals involved, carry out home visits, offer extra stay-and-play sessions, and hold a transition meeting with you and the SENDCo.
3. What do you offer children and parents about preparing for adulthood?	As a primary school our part is laying the foundations. We focus on independence, self-help skills, resilience and self-advocacy — helping children understand what they find difficult, what helps them, and how to ask for it. Children with EHC plans have preparing-for-adulthood outcomes considered at annual review from the earliest stage, and we make sure the information we hand to secondary school includes what your child can tell us about themselves.

Extra-Curricular Activities

Question	Our answer
1. Do you offer before and after school provision?	Yes — our Treehouse Before and After School Club runs in the school hall. Treehouse is an independent company rather than part of the school. • Breakfast club from 7.30am to 8.45am • After school club from 3.15pm to 5.30pm There is a charge for Treehouse. Fees are set by Treehouse, not by school, so please contact them directly or see the Treehouse page of our website for current prices and availability. Children with SEND attend on the same basis as everyone else. With your permission we share what your child needs with the Treehouse team, so that the same adjustments are in place before and after school as during the school day.
2. What lunchtime and after school activities do you offer? Is there a charge?	We offer a range of after-school activities that all children are warmly invited to — for example Lego club, sports clubs, gardening club and Spanish club. All clubs are advertised in newsletters, and letters are sent inviting children to attend. There is currently no charge for the clubs available. Our lunchtime welfare staff are trained in organising activities and regularly arrange day-to-day games.
3. How do you make sure clubs, activities and residential trips are inclusive?	• Risk assessments and pre-visits are carried out, and parents are consulted. • A parent is offered a place to accompany their child where that is what makes attendance possible. • We offer 1:1 or small-group support on trips and at clubs. • Children from families who are economically disadvantaged are offered free or heavily subsidised places on all trips and residential. • When trips are arranged, quieter or more vulnerable children are approached personally and encouraged to give it a go. • Experienced, trained teaching assistants accompany most trips. Our Year 6 residential to Lledr Hall and the Bikeability programme are both planned so that children with SEND can take part.
4. How do you help children make friends?	We use a buddy system at break time and lunchtime, and our teachers and teaching assistants support children at these times, encouraging co-operative play. Where a child needs more than this, we run targeted interventions including Lego Therapy for social skills, communication and interaction, and small-group work on friendship and social understanding. Circle time gives every child a regular, safe place to talk about how things are going.

Glossary of terms used in this document

SEND comes with a lot of jargon. These are the terms used in this document. A fuller SEND Glossary of Terms is published on the SEND Support Hub area of our website.

Term	What it means
Access arrangements	Adjustments made so that a child is not disadvantaged in tests — for example extra time, a reader, a scribe, rest breaks, a separate room or a modified paper. We use them all year round, not just at test time.
Adaptive teaching	Adjusting teaching in the moment so that all children can access the same ambitious curriculum — through scaffolds, modelling, extra practice or different questioning. It has replaced the older idea of “differentiation”, which too often meant giving some children easier work.
ADHD	Attention Deficit Hyperactivity Disorder. A difference in how the brain manages attention, impulse and activity. Children may be inattentive, hyperactive and impulsive, or mainly one of these.
Assess, plan, do, review	The four-part cycle we use for every child on the SEND register. We work out what the need is, agree what we will do, do it, then review whether it worked — at least termly.
Autism	A lifelong difference in how a person communicates, interacts socially, and experiences the world. Autistic children may find social situations, change and sensory environments harder to manage.
CAMHS	Child and Adolescent Mental Health Services. NHS services for children experiencing significant emotional or mental health difficulties.
Dyscalculia	A specific learning difficulty affecting the ability to acquire mathematical skills — understanding number concepts, number facts and procedures.
Dyslexia	A specific learning difficulty affecting reading, writing and spelling, despite good progress in other areas. Often involves working memory, organisation and sequencing.
Dyspraxia	A specific learning difficulty affecting the co-ordination of movement — which may affect handwriting, dressing, eating or speech.
EBSA	Emotionally based school avoidance. When a child finds it very hard to attend school because of emotional distress. It is a signal of distress, not defiance.
EHC needs assessment	The statutory process in which the local authority gathers information to decide whether a child needs an Education, Health and Care plan. School or a parent can request one.
EHC plan	Education, Health and Care plan. A legal document, for children and young people from birth to age 25, setting out a child’s needs, the outcomes sought and the provision that must be made. It replaced Statements of SEN.
ELKLAN	A speech and language training programme for staff, focused on adapting how adults talk with children so that children understand and communicate more.

Graduated approach	The staged way we respond to need — starting with everyday classroom adjustments, then targeted support, then specialist involvement, and only then a request for an EHC needs assessment.
IEP	Individual Education Plan. The plan setting out a child's targets, the support in place and who is providing it. Reviewed termly and sent home for your comments.
Individual Healthcare Plan	A plan written with you, the school nurse and any other professional involved, setting out how a child's medical condition will be managed in school.
i-Reach	Part of Salford's Thrive in Education offer. A CAMHS practitioner works in school half a day each week supporting children with low mood, anxiety, worry, emotional regulation and sleep.
IPSEA	Independent Provider of Special Education Advice. A charity offering free, independent legal advice on SEND law.
Local Offer	The information a local authority must publish about everything available in its area for children and young people aged 0–25 with SEND. Salford's is at salford.gov.uk/localoffer . This document is our contribution to it.
OAIP	Ordinarily Available Inclusive Provision. The good practice available in every classroom, for every child, without needing a diagnosis or referral.
Occupational Therapist	A professional who assesses and supports children with motor skills, sensory needs and the practical skills of daily life.
Educational Psychologist	A professional who assesses learning, development and emotional needs, and advises school and parents on strategies. Usually involved after school-based support has been tried.
Reasonable adjustments	Changes a school must make under the Equality Act 2010 so that a disabled child is not put at a substantial disadvantage. The duty is anticipatory — we plan ahead rather than waiting.
SEMH	Social, emotional and mental health. One of the four broad areas of need in the SEND Code of Practice.
SEND	Special educational needs and disabilities. A child has SEN if they have a learning difficulty or disability that calls for provision different from, or additional to, that ordinarily available.
SEND Code of Practice	The statutory guidance (2015) that all schools, early years settings and local authorities must follow when identifying, assessing and supporting children with SEND.
SENDCo	Special Educational Needs and Disabilities Co-ordinator. The qualified teacher responsible for co-ordinating SEND provision across the school. Ours is Ms A Richardson.
SIASS	Salford Information Advice and Support Service. Free, impartial and confidential advice for Salford families of children with SEND, independent of school.
SMART targets	Targets that are Specific, Measurable, Achievable, Relevant and Timely — so that everyone can tell whether they have been met.

Specific learning difficulty (SpLD)	A difficulty affecting one particular area of learning rather than learning generally. Includes dyslexia, dyscalculia and dyspraxia.
Speech and Language Therapist	A professional who assesses and supports children’s speech, language and communication, and sets programmes for school and home to follow.
THRIVE	Salford’s graduated approach framework, organised into getting advice, getting help and getting more help. Our own graduated approach follows it and has five stages, from initial concern through to a request for an EHC needs assessment.
First-tier Tribunal (SEND)	The independent tribunal you can appeal to about local authority decisions on EHC needs assessments and plans, and where you can make a disability discrimination claim.

If anything here is unclear, please ask

This document is written for you. It gets better every year because families tell us what they need from it.

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