



# Wardley CE Primary School

## Local Offer

Information to parents about how Wardley CE supports children with SEN.  
The SENDCo is Mrs K Flanagan who can be contacted via the school email:  
[kelly.byrne@salford.gov.uk](mailto:kelly.byrne@salford.gov.uk)

## Local Offer

Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> <li>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)</li> <li>3. Staff specialisms/expertise around SEN or disability</li> <li>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</li> <li>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</li> <li>6. How do you share educational progress and outcomes with parents?</li> <li>7. What external teaching and learning do you offer?</li> <li>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</li> <li>9. What work experience opportunities do you offer?</li> </ol>	
Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> </ol>	<p>7 Teaching assistants that are used across the school to provide support and specific interventions</p> <p>3 Teaching assistants based within EYFS (1 HILTA)</p> <p>SENDCo has a flexible timetable</p> <p>A range of resources that children have easy access to</p> <p>Personalised teaching to pupils' specific needs with personal targets</p> <p>Dyslexia friendly classrooms</p>
<ol style="list-style-type: none"> <li>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)</li> </ol>	<p>Advice from the Educational Psychologist/ Speech and Language Therapist</p> <p>Support from Learning Support Services</p> <p>Laptops / Ipads</p> <p>Coloured overlays</p>

	<p>ELKLAN Trained TAs (for Speech and Language support)          Apart of the Thrive initiative          Emotional friendly school          Lego Therapy          Dyscalculia interventions (supported by LSS)          Drawing for talking sessions          Links with the 0-19 Team          Pupil Inclusion support from the PIT team          School nursing team</p>
3. Staff specialisms/expertise around SEN or disability	<p>Experienced SENDCo with M/Ed          TAs with recent (July 23) training in RWI Phonics and catch up support          3 ELKLAN Trained TAs and 2 teaching staff; 1 within Key Stage 1 and 1 within Key Stage 2          Head teacher is a trained Mental Health First Aider          We have achieved the Communication Friendly School accreditation</p>
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<p>CPD training offered regularly on:          Dyslexia training          Social / behaviour modification programmes          Supporting EAL pupils in/out of the classroom          Supporting reading / writing / mathematics          Feedback to children          Whole school strategies such as; zone of regulation and total communication</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>Access arrangements – which includes Readers, Scribes, extra time          Coloured overlays / reading rulers for pupils with dyslexic tendencies          Tailored resources          Teaching Assistant support          Teachers and TAs informed of all pupils' reading ages          One page profiles used as a working document          Teachers and TAs informed of all pupils having additional needs          Training for Readers and Scribes before exams          Booster groups out of school hours          Phonics catch up groups after school</p>

6. How do you share educational progress and outcomes with parents?	Parents Evenings x2 a year School reports – once yearly Meetings with parents both formal and informal Review of statements Termly review of IEPs
7. What external teaching and learning do you offer?	PE specialist coaches Anthem music deliver music lessons
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	No pupils access off site provision
9. What work experience opportunities do you offer?	None
<b>Annual Reviews</b>	
<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	
<b>Annual Reviews</b>	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	Invites to all parties involved Review meeting held at a convenient location Review meeting held at a convenient time for Consultation with staff prior to the meeting Making parents aware of parent partnership support
2. What arrangements are in place for children with other SEN support needs	Time in the school's Intervention class SENDCo support Phonics intervention – for pupils who are behind Educational Psychologist for assessments and strategies Pastoral support through PSHE curriculum

	Buy-in Enhanced speech and language support to provide extra capacity for the area Buy-in PIT package to support SEMH needs
<b>Keeping Children Safe</b>	
<ol style="list-style-type: none"> <li>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?</li> <li>2. What support is offered during breaks and lunchtimes?</li> <li>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</li> <li>4. What are the school arrangements for undertaking risk assessments?</li> <li>5. Where can parents find details of policies on bullying?</li> </ol>	<p>Designated class areas where children are dismissed</p> <p>Parents inform class teachers if another adult is collecting</p> <p>Sports clubs</p> <p>TA's available to support P.E lessons</p> <p>Risk assessments completed by the Site Officer</p> <p>Policies are available online to download</p>
<b>Keeping Children Safe</b>	
<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>Parking facilities available for the disabled</p> <p>Entrance where parents can wait for pupils</p> <p>Pupils with SEN have entrance and exit accessibility</p> <p>Teachers keep younger children until they are personally collected by a parent</p>
<ol style="list-style-type: none"> <li>2. What support is offered during breaks and lunchtimes?</li> </ol>	<p>Pupils who are upset, lonely or worried can access staff during breaks and lunchtimes</p> <p>Book and Biscuit club</p>
<ol style="list-style-type: none"> <li>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</li> </ol>	<p>Risk assessments are undertaken for all school trips in line with Salford L/A</p> <p>TA on break time corridor duty</p> <p>PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.</p> <p>Teacher and TA on playground duty at break time</p> <p>Welfare staff supervise children at lunchtime</p>
<ol style="list-style-type: none"> <li>4. What are the school arrangements for undertaking risk assessments?</li> </ol>	<p>All in line with Salford LA</p>
<ol style="list-style-type: none"> <li>5. Where can parents find details of policies on bullying?</li> </ol>	<p>Policies can be found on the school Website, however if they ring school and request one school will send out a hard copy or email them a copy.</p>
<b>Health (including Emotional Health and Wellbeing)</b>	

<ol style="list-style-type: none"> <li>1. What is the school's policy on administering medication?</li> <li>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?</li> <li>3. What would the school do in the case of a medical emergency</li> <li>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? Which health or therapy services can children access on school premises?</li> </ol>	<p>All medication is held by the office and it is parental responsibility to ensure staff are made aware that their child is on medication.</p> <p>Medical emergencies are dealt with timely and staff who are first aid trained are on hand to support</p> <p>Key staff are provided with first aid training delivered by an outside agency</p> <p>3 members of staff are Mental health first aiders</p> <p>Key adults are trained to support children with diabetes</p>
<b>Health (including Emotional Health and Wellbeing)</b>	
<ol style="list-style-type: none"> <li>1. What is the school's policy on administering medication?</li> </ol>	<p>School has a policy on medication administration, ratified and agreed by governors.</p>
<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>A meeting is held with the parent/carer, SENDCo, school nurse and any other professional who is involved with the pupil. The Care Plan is then shared with all staff in briefing and monitored by the SENDCo 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 SENDCo if they feel the plan needs to be amended.</p>
<ol style="list-style-type: none"> <li>3. What would the school do in the case of a medical emergency</li> </ol>	<p>Call 999</p> <p>Contact a qualified first aider (10 in school)</p> <p>Contact parent/carer</p> <p>In absence of parent/carer a first aider would accompany the pupil to the hospital</p>
<ol style="list-style-type: none"> <li>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> </ol>	<p>All staff are trained every 18 months on Safeguarding/Child protection</p> <p>Relevant staff undertake external courses provided by the LA and private companies</p> <p>Relevant staff trained on how to use an epi pen</p> <p>Relevant staff trained on Early Help completion and other relevant documents, i.e. S&amp;L, EWO referrals, etc.</p> <p>Training by outside professionals ASD, PIT, EAL</p>
<ol style="list-style-type: none"> <li>5. Which health or therapy services can children access on school premises?</li> </ol>	<p>School nurse visits</p> <p>Speech and Language</p>

	Mental health lead Drawing for talking therapy I-thrive
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>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?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>Information is discussed at parents’ evenings, if parents don’t attend the class teacher will contact them</p> <p>Information is available on the school website</p> <p>SENDCo gives work contact number to all parents who express a need to speak to her regularly and parents are told that they are welcome to ring regarding any concerns they may have</p> <p>Notice board in entrance to school identifies all staff</p> <p>Home visits can be made if requested by a parent</p>
<ol style="list-style-type: none"> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> </ol>	<p>Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
<ol style="list-style-type: none"> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> </ol>	<p>Parents evenings</p> <p>School reports</p> <p>Open door policy – parents can speak to/arrange to speak with a member of staff</p> <p>IEP meetings</p> <p>Home visits if requested</p> <p>Calls home</p>
<ol style="list-style-type: none"> <li>5. How can parents give feedback to the school</li> </ol>	<p>Via the Website</p> <p>Via annual school report</p>

	<p>Via questionnaires  Parental meetings  Telephone calls  Arrange to see staff at a mutually convenient time</p>
<b>Working Together</b>	
<ol style="list-style-type: none"> <li>1. Do you have home/school contracts?</li> <li>2. What opportunities do you offer for pupils to have their say? e.g. school council</li> <li>3. What opportunities are there for parents to have their say about their son/daughter's education?</li> <li>4. What opportunities are there for parents to get involved in the school or become school governors?</li> <li>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)</li> </ol>	
<b>Working Together</b>	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>School Council meet weekly  Questionnaires  Worry box available  Listen to them on an informal basis</p>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parents Evenings  SEND meetings  Review meetings  Open door policy  Arranging a meeting with teachers  Contribution to One page profiles</p>
4. What opportunities are there for parents to get involved in the school or become school governors?	Parent Governor elections held when and where necessary – all parents welcome to apply
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>Governor link to SEND  Governor link to Pupil Welfare  Governors attend attendance and behaviour panels</p>



<b>What Help and Support is available for the Family?</b>	
<ol style="list-style-type: none"> <li>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</li> <li>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?</li> <li>3. How does the school help parents with travel plans to get their son/daughter to and from school?</li> </ol>	
<b>What Help and Support is available for the Family?</b>	
<ol style="list-style-type: none"> <li>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</li> </ol>	<p>Yes, SENDCo would arrange to meet with them and help them complete all the necessary paperwork.            Parents are offered this service at a parental meeting.            Class teachers will also support parents to complete CAFs, etc.</p>
<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>Through SENDCo parents can access help and advice.</p>
<ol style="list-style-type: none"> <li>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</li> </ol>	<p>Individual circumstances discussed with parents when and where required.</p>
<b>Transition from Primary School and School Leavers</b>	
<ol style="list-style-type: none"> <li>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</li> <li>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</li> <li>3. What advice/support do you offer young people and their parents about preparing for adulthood?</li> </ol>	<p>Visits to the school for those who are new joining us            1:1 time allocated with class teacher to support transition            All children complete transition tasks to support with on-going change            Y6 have transition events held by their chosen highschoools - these are arranged with school            PIT interventions are available for supporting transition to high school. This option comes through school's subscription to the PIT team's 'Gold' package</p>
<b>Transition from Primary School and School Leavers</b>	
<ol style="list-style-type: none"> <li>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</li> </ol>	<p>Year 7 co-ordinator visits primary schools to speak to pupils in Year 6            Year 6 pupils visit on a number of occasions in the final term of Year 6.            Year 4/5 pupils visit feeder High Schools            Pupils who need buddying are put in the same form to support each other.</p>

2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	N/A
3. What advice/support do you offer young people and their parents about preparing for adulthood	Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils.
<b>Extra Curricular Activities</b>	
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?	Book club Free sports clubs include; football, netball, multi-skills All clubs and residential trips are inclusive, teachers support children and will plan accordingly. Qualified sport's coach to deliver gross-motor skills sessions to our high needs children
<b>Extra Curricular Activities</b>	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	Before school club - 5 days a week (7.30 am) After school club - 5 days a week (17.30 pm) Free clubs after school; Multisports,, Football, Choir, Netball, Phonics club Paid clubs; Music tuition, Drama club, Science club, Art Club and Chess club
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. Some clubs are free and others run by external providers incur a small cost. All clubs are mentioned in newsletters and letters home where places are allocated.
3. How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out Large majority of clubs are free and we have clubs at different times e.g. lunchtimes or after school. TAs accompany most trips out

4. How do you help children and young people to make friends?	Specialist group interventions Buddies Lego therapy Emotional coaching Primary Inclusion team friendships groups ELKLAN Blank level talking groups
---------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Key Policies**

**Behaviour policy**

**Anti-Bullying policy**

**SEN policy**

**Glossary for Local Offer**

	<b>Annual Review</b>	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures 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><b>ADHD/ADD</b></p>	<p><b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b></p>	<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 style="text-align: center;">Children with ADD/ADHD may be:</p> <p style="text-align: center;">Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> <li>● Inattentive, but not hyperactive or impulsive.</li> <li>● Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<p><b>Assessment</b></p>	<p>This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the 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>

	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> <li>• Socialisation - poor social skills;</li> <li>• Communication - difficulties with speech language and communication;</li> <li>• Imagination - rigid thought and resistance to change.</li> </ul> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	<b>Clinical Psychologist</b>	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	<b>Code of Practice</b>	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	<b>Differentiation</b>	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dysarthria</b>	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.
	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below

	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.

HI	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
LD	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.



<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	<b>National Curriculum Inclusion Statement</b>	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.

	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	<p>There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	<b>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	<b>Responsible Person</b>	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	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.

<b>SEN</b>	<b>Special Educational Needs</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	<b>Special Educational Provision</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<b>SEN</b>	<b>Special Educational Needs</b>	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of Special Educational Needs</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.

	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	<b>Transition</b>	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	<b>Transition Plan</b>	<p>If your child has a statement of SEN that has not yet been converted into 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.</p> <p>If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).</p>

VI	<b>Visual Impairment</b>	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.
----	--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------