



Local Offer 2017/18

School and SENCO details:

School Name	Peel Hall Primary School Greencourt Drive Little Hulton Worsley Salford M38 0BZ
Name and contact details of your school's SENCO	Combined role: Louise Ayre & Hilary Sealy

Contact details of the person responsible for maintaining details of the Local Offer for our school:

Name of Person	Louise Ayre		
Contact telephone number	0161 790 4641	Email	Louise.ayre@salford.gov.uk

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?

- Quality first teaching and personalised learning for all children takes place in all our classrooms. This is at the centre of our policy and practice, helping us improve outcomes for children with Special Educational Needs and Disabilities in our school.
- At Peel Hall we have 21 teachers and 22 TAs. Additional to class based teachers, we have a number of highly experienced teachers who deliver interventions. TAs deliver intervention schemes, as well as programmes of study devised, monitored and reviewed by teaching staff.
- All teachers are responsible for creating and maintaining classroom environments that support all learners. Examples of classroom provision at Peel Hall Primary School are; Scaffolded toolkits, numicon (place value apparatus), deines (place value apparatus) , washing lines, working walls, word walls, phonic walls, visual timetables, visualisers, ipads and class based computers.
- Teachers provide additional monitoring and assessing when appropriate and this is supported by the schools SENCO.
- A number of intervention programmes are in place for children who require extra support. A few examples of these include: Reading Recovery, Guided Maths, Guided Reading, Speech and Language, Pixl, RM Maths. **1-1** These are taught in designated intervention rooms/areas.
- We utilise Pupil Premium funding where relevant. (See Pupil Premium documents on our website)

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)

- We follow the guidelines in the SEND Code of Practice (2014).
- Peel Hall follows advice given the Educational Psychologist.
- We make reasonable adjustments in all aspects of the curriculum as appropriate to meet the needs of every child.
- SEN children have IEP plans (Pupil Passports).
- For children with SpLD, we follow advice, recommendations and targets suggested by external agencies.
- We follow programmes and advice given by SALT, Physiotherapist and Occupational Therapists. We have a team of TAs responsible for delivering programmes to identified children.
- We use specific resources with targeted children, coloured overlays for students with dyslexic tendencies, computer and ipad based support, modified seating.
- We teach a differentiated curriculum.
- We make reasonable adaptations to the school/classrooms to meet the needs of all children.

3. Staff specialisms/expertise around SEN or disability

- The school has a SEND team, made up of an experienced teacher who is based out of class and works as the Inclusion Officer, additionally a member of the school leadership team has release time from class, to manage SEND within the school.
- We have ELKLAN and Phonics trained staff.
- All teaching staff have annual Speech and Language training.
- 8 staff are trained paediatric First Aiders.
- Staff are annually trained on general medical conditions and medical conditions of children in our school, which currently include: Asthma, Epi – Pen, Defibrillator, PIC/Hickman Line and Diabetes.
- We receive LA staff support from trained VI, HI and Physiotherapy personnel.
- We have an experienced teacher who is Reading Recovery trained and manages some of the reading support programmes delivered in school.
- Some teaching staff have received phonic training.
- HI training is given to class teachers.

4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?

- Support and advice is provided by the schools SENCO when writing IEPs, monitoring IEPs and tracking progress of children with SEN.
- CPD training is offered regularly (as above) and on a needs basis.
- At the end of school year, teachers meet with the next class teacher to handover SEN information.
- We have a two week transition period at the end of each year, to allow children to start to build relationships with teaching staff.
- Staff may request training.
- Support and advice is given to staff from the Educational Psychologist.
- Support and advice is given to staff from CAMHS.
- We encourage peer support and sharing good practice through staff meetings with a SEND focus.

5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

- We act upon advice from all external agencies for example:
 - enlarging print for VI children
 - sitting at the front for HI children
 - quiet work stations for children with ASD traits
 - use of coloured overlays, highlighting pens and reading rulers for children with dyslexic traits
- Children with behaviour issues or test anxiety issues take their tests in our smaller intervention rooms.
- In addition, some children may have readers, scribes or extra time depending on their SEN.
- All scribes and readers are full trained before the tests take place.

6. How do you share educational progress and outcomes with parents?

- Parents may be invited into school to discuss their child's progress at any time and we always welcome parents' views.
- During the year, there are 2 Parents' Evenings.
- Parents receive a written annual report of children's progress.
- Parents and children are invited to IEP review meetings.
- Progress and outcomes of assessment by other agencies, including the Educational Psychologist, are communicated to parents as appropriate.
- The progress of children with Statements or EHC plan are discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA.

7. What external teaching and learning do you offer?

- We have additional Speech and Language support from extra 'buy in' service
- We offer many learning opportunities outside of the school environment including targeted intervention support, residential trips and trips supporting the curriculum and transition trips to local high schools.
- Emtas support
- We are part of the Children's University that promotes outside the classroom.

8. What arrangements are in place to ensure that support is maintained in "off site provision"?

- No pupils access offsite provision

9. What work experience opportunities do you offer?

- Year 6 gain work experience through life skills which takes place every Friday afternoon and covers a range of key areas such as; money management, childcare and first aid.
- Year 6 also complete an internal 'work experience week' following their SATs.

Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
2. What arrangements are in place for children with other SEN support needs?

Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

The school follows LA guidelines:

- all parties are involved and are invited
- review meetings are held at a convenient location, usually the school
- review meetings are held at a convenient time for parents who work/have commitments during the day
- consultation with staff takes place prior to the meeting
- views of all parties are sought prior to the meeting
- parents are made aware of Parent Partnership support

2. What arrangements are in place for children with other SEN support needs?

We have extensive provision for children with SEN including:

- SENCO support
- Sound Check programme
- Phonics intervention – for pupils on phase 5 or below
- Targeted readers
- Local Authority HI teacher
- Local Authority VI teacher
- Educational Psychologist for assessments and strategies
- LSS support for children with communication and interaction difficulties
- Strategies from 'Dyslexia Friendly Schools in Salford' for primary settings
- Levelled Guided Reading Groups
- Levelled Guided Maths Groups
- RM maths
- Reading Recovery

Keeping Children Safe

1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
2. What support is offered during breaks and lunchtimes?
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)
4. What are the school arrangements for undertaking risk assessments?
5. Where can parents find details of policies on bullying?

Keeping Children Safe

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?

- At the start of each academic year teachers have 'handover' meetings. The new year group teacher will be made aware of any arrangements made to ensure safety at the start and end of the day for vulnerable children.
- Support staff are aware of handover arrangements at the start of and at the end of school day for children with SEND.
- In addition, at the start of the day, an extra member of staff is on duty to ensure late comers get into school safely.
- At the end of the day EY/KS1 children are not released until parents are seen by the class teacher/TA.
- No parent/adult is allowed to take another child home, who is not their own, unless the office has been informed by the child's parents of the arrangement.
- Children who are not picked up are taken to the office where a member of staff looks after them until they are picked up. Sometimes this may involve a phone call or a lift home.
- We have 1 disabled designated parking bay.
- Classes have designated entrances/exits.
- Children are permitted to enter to school from 8.30 am for breakfast club, or from 8.45 for entry to their classrooms.

2. What support is offered during breaks and lunchtimes?

- We make appropriate reasonable adjustments where necessary.
- All staff and welfare staff at lunch time are aware of vulnerable children.
- Staff will intervene with support if necessary and when necessary.
- Lunchtime clubs are provided.

3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)

We follow LA guidelines:

- Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency e.g. diabetes.
- Venues are advised of children with SEND, when appropriate.
- Staff to pupil ratio is adhered to and in some cases extra staff/parents are invited to support children with SEND.
- We only use transport recommended by SALFORD LA.
- PE lessons are always supervised.
Risk assessments for individuals as and when required.
PE equipment is regularly inspected.
- During an emergency, we never leave a child unattended.
- The safety of vulnerable SEN children is considered during fire risk assessments.
- At all lesson changeovers teachers meet and greet pupils at the start of the lesson and dismiss them at the end.
- Support staff supervise corridors as children enter the building in the mornings and at the end of the day.

4. What are the school arrangements for undertaking risk assessments?

All in line with Salford LA

5. Where can parents find details of policies on bullying?

Our school Policies can be found on our school Website, or hard copies available on request at the school office.

Health (including Emotional Health and Wellbeing)

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?
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?

- We have a school policy on medication administration, ratified and agreed by governors.
- The SENCO is responsible for organising annual staff training regarding the medical conditions as of children in our school.

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?

We follow LA guidelines:

- A meeting is held with the parent/carer, SENCO, school nurse and any other professional who is involved with the pupil.
- The Care Plan is then shared with the staff including kitchen staff depending on the condition and monitored by the SENCO and office administrators who are first aiders.
- Parents are consulted should there be any adjustments made to the plan.
- Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.

3. What would the school do in the case of a medical emergency?

- Call 999.
- Contact a qualified first aider.
- Contact parent/carer, collect them or pay for a taxi if required.
- In absence of parent/carer a first aider would accompany the pupil to the hospital.
- If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.
- The incident is logged.
- Parents/carers are encouraged to keep school informed of the child's progress.
- Our school has 1 defibrillator.

4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?

- All staff are trained every 3 years on Safeguarding/Child protection.
- Relevant staff undertake external courses provided by the LA and private companies.
- Asthma training is given in school to all staff and some pupils in school.
- Relevant staff trained on how to use an Epi - Pen.
- Relevant staff all trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals, etc.

5. Which health or therapy services can children access on school premises?

- We liaise with all relevant services on an individual child by child basis. Examples include: EP, OT, SALT etc.

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?
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?

- Staffing information is available on the school website.
- Newsletters are sent to parents detailing staffing.
- This information is also available on certain policies e.g. Behaviour Policy, SEND Policy. (See school website)
- Before the end of the school year, parents are informed of their child’s teacher for September.
- Teachers inform parents of who to contact when they have a concern.
- Parents can talk to the teacher at the start of the day or at the end of the day.
- Parents can contact the office to make an appointment.
- Office staff can refer parents to the appropriate member of staff for the concern.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

- 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.

3. How do you keep parents updated with their child/young person's progress?

- At the start of school year, there is a general meeting with all parents.
- Throughout the year, there are 2 Parents' Evenings and there is an end of year annual report.
- IEP review meetings take place.
- Progress and outcomes are also discussed during consultation meetings with the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments.
- Parents may be invited into school to discuss their child's progress at any time.
- Reward cards/letters are sent home.
- Achievement assembly takes place each Friday afternoon, parents are invited if their child has received a reward.

4. Do you offer Open Days?

- We have annual Arts and Craft activity mornings, that parents are invited to attend.
- Parents are invited to our annual Sports Day.
- Each year, the new Nursery intake are invited in to school meet the staff and familiarise themselves with the environment.
- Prospective new parents and children are invited to tour the school.
- We hold the Seasonal Fairs in school, which parents are invited to attend.

5. How can parents give feedback to the school?

- During Parents' evening.
- Questionnaires are sent home.
- Parents are welcome/free to call school at any time.
- Informing the office via e-mail, telephone, letter or in person.

Working Together

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

1. Do you have home/school contracts?

- Yes, included in home school books

2. What opportunities do you offer for pupils to have their say? e.g. school council

- Children are aware of Headteacher's open door policy, children are always able to discuss any concerns with her.
- We have a School Council.
- Pupils' views are sought during IEP review meetings.
- Pupils with statements views are sought before their annual review.

3. What opportunities are there for parents to have their say about their son/daughter's education?

- Opportunities are available during:
Parents' Evenings
SEND review meetings
Consultation meeting with the EP or other outside agencies.
Parents' views are sought before an annual review.
Parents' views are sought during the pre-statementing process.
We have an open door policy.
Parents can arrange a meeting with their child's teacher.

4. What opportunities are there for parents to get involved in the school or become school governors?

- Our welfare staff are often parents.
- Parents are sometimes invited to help on school trips.
- Parents are invited to hear readers.
- Parents are invited to be a governor given at new pupils' parent's evenings, as well as via the newsletter and website.
- We currently have two parent 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)

- We have a Governor link to SEND and to Pupil Welfare.
- Governors attend attendance and behaviour panels.
- Governors are encouraged to support and challenge the work of the school.
- Governors are given termly SEND reports.

What Help and Support is available for the Family?

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?

What Help and Support is available for the Family?

1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

- Yes, the school will support and help you at every stage.
- The SENCO may also advise you.
- Sometimes, parents are offered this service at a parental meeting or by phone.
- Home visits are undertaken at the request of parent/carers.
- If required, school organises and pays for interpreters and transcripts.
- We have links with Parent Partnership who also support our parents with completion of forms.

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?

- An EWO will meet with pupil and parent in school, make a home visit or in a neutral place.
- Our Learning Mentor, office staff, school nurse, SENCO and Parent Partnership can provide some information and support.
- We will help in any way we can.

3. How does the school help parents with travel plans to get their son/daughter to and from school?

- We would follow LA guidelines, if required.

Transition from Primary School and School Leavers

1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
2. 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 coming to the school? (e.g. visits to the school, buddying)

The following takes place annually:

- Year 7 co-ordinators visit us to speak to pupils in Year 6.
- Year 6 pupils visit their High School during the year.
- Year 5 pupils visit their High School during the year.
- Pupils who need buddying at High School are put in the same form to support each other.
- Extra transition days are arranged during the Year 5 annual review for pupils with Statements when required.
- For statemented children we hold a transition review meeting in Year 5.

2. What advice/support do you offer young people and their parents about preparing for adulthood

- There are 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.
- We have a weekly school focus which relates to children's attitude and behaviour, such as; confidence, respect, kindness. This emphasises important qualities for children to demonstrate and develop, in order to become a productive member of the community.
- We provide good role models of behaviour to pupils by the way staff treat each other and the pupils.
- All year 6 children have 'life skills' lessons, once a week.
- We have whole school Team Time once a week, which encourages cooperation and collaboration.

Extra Curricular Activities

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.

- We offer a breakfast club before school.
- We also offer a range of after school clubs: Singing Club, Gardening Club, Football, Maths, I.T. Gaming.

2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- There are a number of after school activities which we actively encourage pupils to participate in. All activities are free.
- During lunch time, there is a number of trained welfare staff who engage children in play activities.
- Some activities and clubs take place at lunchtime: Art Club, Card Club and Newsletter Club.

3. How do you make sure clubs, activities and residential trips are inclusive?

- Regarding residential trips: risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed.
- We offer 1-2-1 support or small group support for SEND pupils.
- As far as possible a first aider goes on the trip.
- We make reasonable adjustments in all cases.
- Experienced TAs accompany most trips.

4. How do you help children and young people to make friends?

- We have reading partnerships across the year groups and within classes.
- We provide 1-1 support for children who find socialisation more difficult.

Policies

All key policies can be found via the school website. Hard copies can be requested from the school office.

<http://www.peelhall.co.uk/information/school-documents/>

Glossary

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/AD D	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.• 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.</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>
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

ASD	Autistic Spectrum Disorder	<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>
C up L	Catch up Literacy	Pupils with a reading age below years months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in SAT exams.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	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.
	Differentiation	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.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	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.
	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.
	Dysgraphia	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).

	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum

	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Education Plan	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
LSU	Learning Support Unit	A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level.
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.
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.