



LOCAL OFFER

Our Local Offer is a detailed description of the specific ways in which we support children with Special Educational Needs at St. Luke's. It describes the arrangements we make that are 'additional' and 'different' for children with SEND. This information reflects the current arrangements we have in place at school to identify, provide for and monitor children with any Special Educational Needs and Disabilities.

“At St. Luke's School we follow the example of Christ by being God's disciples here on Earth. We strive to be the best that we can be, to do the best that we can do and to make God proud.”

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

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

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

School Name	St. Luke's RC Primary School		
Name and contact details of your school's SENDCo	Mrs Bullough stlukes.rcprimaryschool@salford.gov.uk		

Name of Person/Job Title	Nichola Bullough – Deputy Head and SENDCo		
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The direct link to our school's Local Offer is:	www.stlukesrc.co.uk		
Name	Mrs Kerrane (Headteacher)	Date	08/2/2024

Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>All children in St.Luke's experience quality first teaching rooted in high expectations for all learners, which includes differentiation. In addition to this, we provide:</p> <ul style="list-style-type: none"> • Full time teaching assistants in EYFS. Shared teaching assistants per year group from Year1 to 6. • WellComm trained EYFS staff. • Working walls for writing and mathematics to prompt and reinforce learning. • English and Maths baskets containing resources to support learning. • Personalised 1-1 teaching to pupils' specific needs. • Staff work closely together to identify SMART targets for individual learning plans ensuring they address next steps and progress is made. • Small group support. • Dyslexia friendly classrooms. • Support from our wellbeing coordinator often related to behaviour, nurture and wellbeing. • Access to intervention programmes for phonics, reading and maths. • Physical aids, such as different sized pencils and grips, ear defenders, wedge cushions, coloured overlays, privacy screens, wobble seats and individual workstations. • Implementation of specialist advice and support from outside agencies such as speech and language/learning support service/educational psychology. • A designated 'Hub' for emotional, behavioural and social wellbeing.
<p>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)</p>	<ul style="list-style-type: none"> • All classes use a visual timetable to support organisation and reassure children with social communication needs. • We buy in additional support and advice from a senior Educational Psychologist in addition to that provided by the Local Authority. • Speech and Language therapists visit school each term. They work 1-1 with children to review their progress and advise staff of next steps.

	<ul style="list-style-type: none"> • We work closely with Learning Support Service to identify SMART targets and implement strategies/interventions they advise to support individual pupils. • We use cream paper to support pupils with dyslexia and coloured overlays for visual stress. • Smart screens in the classroom are set to an appropriate background colour supporting children with dyslexic tendencies. • We provide sensory breaks for pupils and a range of interventions to support independence and self-esteem. • Social stories are implemented for individuals to support with their behaviour/anxieties. • Task plans and individual timetables are in put in place for individual children to help support time management/anxieties and to help develop independence. • ELKLAN trained staff in the Early Years and Key Stage One. • We work closely with EMTAS to support children with EAL.
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3. Staff specialisms/expertise around SEN or disability.	<ul style="list-style-type: none"> • Non class based Deputy Head who is also SENDCo. • Headteacher – NASENCo Award. • EYFS (Early Years Foundation Stage) Manager trained in Speech and Language Support for the under 5's and in support for children with Autism. • Teaching assistants throughout school are trained in 'Rainbow Phonics'. • GL Assessment – dyslexia. • GL Assessment – Dyscalculia. • GL Assessment – Cognitive abilities test. • ELKLAN trained staff. • NELI trained staff. • Lego therapy trained staff. • Colourful semantic trained staff. • Dyslexia Friendly School Award. • Attention Autism training. • Mental Health training (Place2Be). • Team teach training. • We work closely with EMTAS to support children with EAL.
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<p>4. What ongoing support and development is in place for staff regarding supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • Staff are trained and supported in all identified special needs within our school. CPD is offered regularly and identified when meeting the needs of pupils or during staff appraisals. • The SENDCo supports staff on a daily basis and staff work together to share their expertise. • SENDCo attends cluster meetings each term, which keeps us up to date with current practice. • SENDCo liaises with Learning Support Service and Educational Psychology regularly and arranges meetings with class teachers to ask for advice and to share expertise.
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Reasonable adjustments are planned for children all year round and ensure SEND children are ready for their tests. These include:</p> <ul style="list-style-type: none"> • Readers during the mathematics test. • Extra time for those children who require it. • Small, quiet room for anxious children. • Coloured overlays for children with dyslexia. • Effective dialogue with parents on how to support their children.
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>At St. Luke's we have an open door policy. Staff are willing to deal with concerns as they arise, but for a longer discussion, parents will need to make an appointment. The non-teaching SENDCo is available each day to discuss parental concerns or give advice.</p> <p>During the year we share educational progress in the following ways:</p> <ul style="list-style-type: none"> • Parents Evenings in the autumn and spring terms • School reports in the summer term • Meetings with parents • Review of Education, Health and Care Plans • Review of Learning Plans in the autumn, spring and summer terms.
<p>7. What external teaching and learning do you offer?</p>	<p>We have support from the Learning Support Service with identified areas of need for example: socially speaking groups, speech and language groups, strategies to support autistic children, dyslexia, developing memory skills, and anxiety management.</p>

	<p>We use IDL to support literacy skills and numeracy skills.</p> <p>We encourage participation in extra responsibilities around the school: Pupil Parliament, dinnertime buddies, prayer leaders, Eco Council, sports leaders, office helpers and our GIFT team. We encourage pupils to attend our extra-curricular clubs after school and at lunch times.</p>
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8. What arrangements are in place to ensure that support is maintained in “off-site provision”?	Should offsite provision be needed we would liaise closely with the provision regarding, curriculum, progress and attendance.
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9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> • We offer placements for PGCE (Post Graduate Certificate in Education) students from Manchester University at each stage in their training. • We have also offered voluntary placements for people considering teaching as a career. • We offer placements to Eccles College students.
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Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> • All parties involved are contacted and invited with plenty of notice. • Documentation from all parties is copied and shared. • Ensuring the review meeting is held at a convenient location and time for all parties especially those parents who have work commitments. • Ensuring all professionals are invited to the review meeting. • Ensuring parent’s and pupils’ views are shared and listened to. • Consultation with staff prior to the meeting- ensuring that all staff contribute towards the child’s outcomes and objectives. • Meeting the parents on an informal basis before the meeting to ensure they understand the purpose of the meeting, and the format. • Making parents aware of parent partnership support-SIASS. • Ensuring that parents feel welcomed and that meetings are a time to celebrate and ensure all pupils needs are being met, changes that need to be made are embraced to ensure maximum support and that identified outcomes and objectives are relevant.
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	<ul style="list-style-type: none"> • A detailed report is written by the SENDCo after the review meeting and shared with all parties and is sent to the Salford SEND department.
2. What arrangements are in place for children with other SEND support needs?	<ul style="list-style-type: none"> • For children with other SEND support needs their progress in learning is tracked by the class teacher and monitored by the assessment coordinator and the head teacher and the SENDCo, via book scrutinies, lesson observations pupil progress chats and our marking system. Progress is also shared with governors each term. • Learning plans are created using Edukey and adapted as and when necessary ensuring SMART targets are in place. • Learning Plans are shared with parents and children each term and parents are invited to contribute at the writing and evaluation stage. Teaching Assistants working with the child also contribute to Learning Plans. • The SENDCo is always available to advise and support staff, parents and children as the need arises. • Some children who are supported at school action plus have an annual review and support for transition to their next class. • All children who are on the autistic spectrum have support in the summer term to enable a smooth transition into their next class. • Key Stage 1 pupils are tracked via 'phonics tracker' and those who are not secure in identified phases will be placed in an intervention group or have 1:1 sessions. • Phonics intervention for children in lower key stage 2. • English and Maths interventions for children who are not working at age related expectations.

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?	<ul style="list-style-type: none">• Parking facilities available in St.Luke's Parish Car Park, which has one bay for the disabled.• All entrance/exit doors are at ground level or have ramps for ease of access.• All entrance/exit doors are manned by a member of staff at the start and end of each day.• The Headteacher and Deputy Headteacher greet children and parents each morning as they arrive.• For children in Years 3, 4, 5 and 6 - parents wait outside in designated areas for their children and the teachers dismiss the pupils when they can see the child's parents.• Children in year 6 are allowed to go home alone if we have been given permission from parents.• Children are not allowed to go home with anyone unless they have permission verbally given face to face, by phone call or letter.
2. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none">• At least two members of staff are on the playground during morning break.• A designated member of staff is available for any child who is anxious or worried during break times and children can access 'The Hub' during this time.• During lunchtimes, the welfare staff, which includes many of our TA staff, support the children during their play to ensure happy break and lunch times.• Children have outdoor resource boxes to play with.• We also buy into Premier Sports to deliver active lunchtime clubs daily.• Dinnertime buddies where the older children support and have their dinner with the younger children.
3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none">• Risk assessments are undertaken for all school trips and staff make preliminary visits to areas being visited.• PE lessons are always led by suitably qualified staff from Premier Sports and school staff, risk assessments for individual pupils are undertaken where necessary. Staff also support with PE lessons as and when required.

	<ul style="list-style-type: none"> • The PE equipment is checked annually. • 8 members of staff are trained in first aid and the school has a regular programme to maintain this training. • We ensure that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing. • Key children can access the hub within school to use when they are feeling anxious and need to feel safe and secure. • Key children also have individual risk assessments to ensure their safety and wellbeing and eliminate any risks or anxieties. • Professional development is accessed when required.
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4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • Our risk assessments are completed in line with Salford LA. • We use EVOLVE for the Risk Assessment documentation. • We also write pupil specific risk assessments where necessary.
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5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Policies can be found on the school website. Please visit www.stlukesrc.co.uk • They are also available from the school upon request.
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Health (including Emotional Health and Wellbeing)

1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> • Each case is dealt with individually and parents must give written permission for school to administer medication. • All medicines to be administered are kept in a locked cabinet near the school office. Some medicine may be kept in the fridge in the staffroom. • Parents are asked to ensure that medication is in date.
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<p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<ul style="list-style-type: none"> • A meeting is held with the parent/carer, SENDCo, school nurse, teacher and any other health professional who is involved with the pupil to write the care plan. • The care plan is then shared with all staff involved with the child, monitored by the 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>3. What would the school do in the case of a medical emergency?</p>	<ul style="list-style-type: none"> • Call 999. • Contact a qualified first aider. • Contact parent/carer, collect them or pay for a taxi if required. • In absence of parent/carer a first aider would accompany the pupil to the hospital. • If language is an issue, the member of staff would stay at the hospital and explain to the medical staff what had happened, if needed, a translator would be brought in. • Defibrillator is available on site.
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> • All staff are trained and updated every 18 months on safeguarding/child protection. • Staff are regularly asked if any they feel they need any specific training needs which are actioned and training needs are met. • Relevant staff undertake external courses provided by the Local Authority and private companies. • Staff trained on how to use an Epi pen. • Relevant staff trained on how to use a defibrillator, using a hoist, feeding training and using a communicator. • Deputy/SENDCo, Headteacher and wellbeing coordinator are trained on early help assessments and the bridge referral system. • Training by outside professionals for particular needs in staff meetings.

	<ul style="list-style-type: none"> • To meet the needs of particular children, the school works closely with a range of outside professionals who provide training for specific learning needs such as ASD, ADHD, etc. • A training record and file is kept in school to support all staff.
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5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> • Health screening checks take place each year for vision and hearing for reception and year one children and for height and weight in year six. • School can request advice from the school nurse when a need arises. • Termly SALT visits are arranged to review those children who require speech and language therapy.
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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?	<p>St. Luke’s school highly values its relationship with parents and all staff work hard to maintain and develop this.</p> <ul style="list-style-type: none"> • Home visits are made before the pupil attends nursery. • Transition visits are completed by EYFS staff for children who did not attend our Nursery. • The school website has details of staff and their responsibilities and general information about our school. • SENDCo is very approachable and available to all parents who need to speak to her regularly and parents are told that they are welcome to ring regarding any concerns they may have.
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2. Do parents have to make an appointment to meet with staff or do you have an open door policy?	<ul style="list-style-type: none"> • There is an open door policy where staff will speak to parents briefly, but if there is a need for a longer conversation then parents are asked to make an appointment at a mutually convenient time. • Mrs Kerrane, Mrs Bullough and Mrs Okoli are on the playground daily at drop off or pick up times to enable parents to speak briefly. An appointment can then be made if necessary. Parents can also contact the school office to arrange appointments.
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<p>3. How do you keep parents updated with their child/young person's progress?</p>	<ul style="list-style-type: none"> • Staff communicate with parents regularly at drop off and pick up times and parents may be asked to come in for a meeting regarding their child's progress if necessary or there is a cause for concern. • Parents evenings are held in the autumn and spring terms for all parents and carers. • All children will receive a school report in the summer term. • Weekly certificates are given out during our Friday celebration assembly. • Some children have a home/school book where the child's teacher or TA will record small steps of progress achieved or ideas to build on at home. • Similarly, parents are invited to record aspects of their child's progress at home or any information that would be useful for school staff. • For children with a learning plan, parents are invited into school in the autumn, spring and summer terms to discuss progress and new targets.
<p>4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> • New intake open days are planned and on the school calendar on the school website. • Parents can make an appointment to tour the school.
<p>5. How can parents give feedback to the school?</p>	<ul style="list-style-type: none"> • Parents can feedback verbally in an informal way. • They can feed back at parents' evenings or parent days. • Parents are also invited to complete a simple feedback form following on from their child's school report. These responses are read by the senior team and are used to inform the school development plan. • Some parents use email to give feedback and others will arrange a meeting. • Some parents give feedback during review meetings.

Working Together

1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none"> • Pupil Parliament meetings. • Pupil voice questionnaires. • Children talking on an informal basis in class or when working in groups. • Pupil Voice- lead by all subject coordinators. • Head pupil feedback.
3. What opportunities are there for parents to have their say about their child's education?	<ul style="list-style-type: none"> • Parents evenings. • Parent questionnaires. • SEND meetings/TAF meetings/Early Help Assessments. • EHCP Review meetings. • Open door policy. • Arranging a meeting with teachers/Headteacher.
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • When parent governor openings become available parents can put themselves forward. • We have a "Friends of St. Luke's" group that meet and organise fundraisers for school. • Parents are welcome to approach school to volunteer in school. • Parents are encouraged to become involved in the PTA through meetings and the PTA events throughout the year. • Parents accompany classes on school trips.
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).	<ul style="list-style-type: none"> • SEND Governor meets with SENDCo each term. • SEND Governor and attends SEND training and meetings within the local authority. • Chair of Governors comes into school regularly.

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. <ul style="list-style-type: none">• SENDCo would arrange to meet with them and help them complete all the necessary paper work.• Parents are offered this service at a parental meeting or by phone.• Close links with SIASS 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?	<ul style="list-style-type: none">• Deputy/SENDCo or Headteacher would provide the information and arrange for meetings.• Our wellbeing coordinator or deputy headteacher also works with families to complete Early Help Assessments if required.
3. How does the school help parents with travel plans to get their child to and from school?	St. Luke's has not needed to write travel plans so far. However if needed this would be done in partnership with the parents and all relevant professionals involved with the child.

Transition from Primary School and School Leavers

1. What support does the school offer for pupils coming to the school? (e.g. visits to the school, buddying)	Children who transfer to St. Luke's in year groups one to six usually have a pre-visit and some spend time (usually a morning or sometimes a whole day) in the class they will be moving into. During the visit they will be given a buddy or group of buddies to help and support them and answer any questions they may have.
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)	<ul style="list-style-type: none">• Year 7 co-ordinator visits primary schools to speak to pupils in Year 6.• Year 6 pupils visit on two occasions in the final term of Year 6.• Year 5 pupils visit the high school prior to applying for a place.• SEND pupils have additional visits to the high school with their parents or 1-1 support staff, they are fully supported with the transition process.

	<ul style="list-style-type: none"> • Support offered in selecting schools that meet children's needs. • SEND pupils and parents also have additional meetings arranged by the SENDCo and new setting to discuss pupils' individual needs and how they will be supported with the transition. This is an opportunity to ask any questions and offer key support and ensure a smooth transition is made. • The Year 6 teacher fills in transition forms to support pupils with their new school and has open dialogue with key staff to support with transition. • During Year 6 EHCP review meetings we invite the SENDCo from the high school to support with a smooth transition and an opportunity to get to know the child/children.
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3. What advice/support do you offer young people and their parents about preparing for adulthood?	<ul style="list-style-type: none"> • Preparation for adult life is addressed through our Religious Education lessons, Science, RHE and PSHE programmes. • We have high standards for work and aim for all children to achieve their full potential. • We promote the importance of good attendance and punctuality. • Guided by Gospel values, staff provide good role models of behaviour to children by the way they treat each other and the children following our school rules of ready, respectful and safe. • We have embedded our LUKIES values of being Loving, Unique, Kind, Inclusive, Empathetic and Striving and aim for our children to leave our school using these values as they move on to new challenges.
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Extra-Curricular Activities

1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	Yes we offer after school clubs: <ul style="list-style-type: none"> • Premier Sports deliver an after school club once a week. • A dance coach delivers an after school club once a week. • School staff deliver football, netball and athletic clubs. • A Science club is offered via an outside agency. • A coding club is offered with our computing co-ordinator • An after school lego club is offered and lead by one of our TA's.
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<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> • Premier Sport's staff deliver lunchtime clubs, these activities differ each half term and there is no cost for parents. • There is a charge of £25.20 for a 6 week after school club with Premier Sports. • Our dance coach charges £2 per session for the delivery of an after school club. • The year six residential trip to Robin Wood incurs a charge but we offer help with payment for vulnerable families. • Our coding club is free of charge. • Staff lead netball/football/athletics is free of charge. • Lego club is £2 per session. • Choir – free of charge.
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • Risk assessments are carried out. • Parents are consulted and a higher ratio of staff is offered to accompany a child if needed.
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> • St.Luke's ethos fosters an atmosphere of friendship and care for one another, rooted in Gospel values. This is actively encouraged and the staff and older children are good role models #LUKIES. • Interventions such as circle of friends and socially speaking groups are used. • Friendship and bullying are topics addressed every year in PSHE lessons. • All staff are vigilant at break times to actively encourage other children to be inclusive and kind. • Our wellbeing coordinator delivers a friendship and social skills intervention for any children identified by their teachers/parents. • New children are welcomed and given buddies to support them in class and during break times to help them develop new friends.

Glossary for Local Offer:

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/A DD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<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> <p>Inattentive, but not hyperactive or impulsive.</p> <p>Hyperactive and impulsive, but able to pay attention.</p>
	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</p>

		of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASD	Autistic Spectrum Disorder	<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> <p>Socialisation - poor social skills;</p>

		<p>Communication - difficulties with speech language and communication;</p> <p>Imagination - rigid thought and resistance to change.</p> <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 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	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.
	Connexions	Connexions provide a targeted service to anyone aged between 13 and 25 who have a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.
	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	A curriculum that is specially adapted to meet the special educational needs of individual children.

	Curriculum	
	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

		<p>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).</p>
	Dyslexia	<p>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.</p>
	Dyspraxia	<p>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.</p>
EHCP	Education, Health and Care Plan	<p>From 1st 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.</p>
EP	Educational Psychologist	<p>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.</p>

	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	<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>

	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	Children with special educational needs have significantly greater difficulty in learning than most children of

	Needs	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

		<p>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).</p>
VI	Visual Impairment	<p>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.</p>