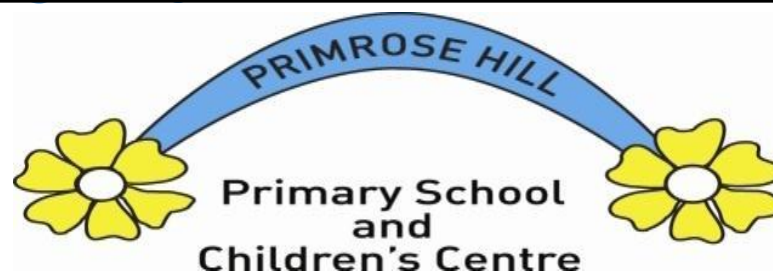


Local Offer Statement for Primrose Hill Primary School Sept 2018

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information forms the main basis for our school's Local Offer, which has to be published on our school's website.

School/ Name	Primrose Hill Primary School
Name and contact details of your school's SENDCO	Sharon Franks Qualifications: BA (Hons) Primary Education, NASENCo Award Sharon.franks@salford.gov.uk 01619212404



Persons/roles responsible for maintaining details of the Local Offer for Primrose Hill Primary School

Name of Person/Job Title	Mr Lee Ashton - Head teacher	Mrs Sharon Franks - SENDCO
Contact telephone number	0161 921 2400	Email primrose.hill@salford.gov.uk

Reviewed and updated:	24/7/19 by S. Franks	4/6/20 by S. Franks	15/05/2021
	27/04/22 by S.Franks		

Teaching and Learning

Teaching and Learning

1. What additional support can be provided in the classroom?

At our school we have a lot of teaching assistants (TAs) to meet all individual pupil needs. We are proud to be able to provide at least one teaching assistant in each classroom from Nursery to year 6.

We have an inclusive approach to teaching and learning and aim to remove barriers which stand in the way of individuals making progress.

We offer 1-1 support both in and out of the classroom as appropriate for any children with needs in areas such as reading, writing, spelling, maths, physical, emotional and mental health needs.

We also provide support for children with other specific identified needs such as Autism, ADHD, Speech and Language, Dyslexia, Dyspraxia etc.

We are proud of our ICT facilities in all classrooms. Laptops and iPads are available to all children in all lessons to aid them in accessing the curriculum. ICT is often used as an alternative recording tool.

We are updating our Communication Friendly Schools Status. This means that our staff are being retrained in skills around speech, language and communication.

2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

All our teachers are required and trained to plan lessons that all children can access. Sometimes teachers need further help and may ask for support from our SENDCO.

The SENDCO is arranges regular meetings with all staff to help prepare our curriculum for the next academic year to close the gaps in learning

Those children who require extra support may also work with different agencies to help them to learn independently.

These include the Educational Psychologist, Speech and Language Therapist, Occupational Health, Learning Support Services, Primary Inclusion Team, Neurodevelopmental Team, Place2Be,I-Reach, Hearing Impaired Team, Visually Impaired Team, EMTAS and the School Nurse and Paediatricians.

	<p>We always talk to parents before we ask for help from other agencies. We also seek the view of the child wherever possible.</p> <p>Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"> ● Laptops and iPads which can be used for recording work if a child has writing difficulties ● Sets of coloured overlays for students with dyslexic tendencies ● Wobble cushions which are used to help better sitting ● Fiddle Toys ● Chew Toys ● Pencils and pens with grips ● Left and right handed scissors ● Ear defenders ● No distraction boards ● Writing slopes
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Our school has a fully trained SENDCO who holds the mandatory NASENCo Award and is approachable and willing to support all children’s needs in a positive manner.</p> <p>All our staff are trained in a variety of ways and approaches which means we are able to adapt to a range of special needs.</p> <p>Due to Covid restrictions and our TA’s not being able to cross ‘bubbles’ this stopped for a period of time. However, Summer term 2022, our SENDCo is working on retraining staff to get this back in place ASAP.</p> <p>Teaching assistants are trained to deliver different intervention programmes. These include:</p> <ul style="list-style-type: none"> ● Reading programmes such as Better Reading Partnerships, Read, Write Inc, PiXL and The Five Minute Box ● Maths programmes such as The Number Box, PiXL, First Class Number ● ELKLAN strategies for children with speech and language difficulties with 4 members of staff trained to level 3 ● Gross and fine motor interventions trained by Jessica Upton Specialised Occupational Therapist.

	<ul style="list-style-type: none"> ● Meemo for children with working memory difficulties ● Anxiety Gremlin for CBT ● Lego therapy for communication and play skills ● Precision teaching approach to interventions ● CAN DO Music for Nursery and Reception aged children <p>We buy-in a specialist speech and language therapist for two days a week and an Educational Psychologist and an Assistant Educational Psychologist for half a day per week.</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>Staff development needs are identified through performance management and appraisals.</p> <p>All staff are trained and supported in all areas of special needs that are currently identified in our school</p> <p>We are constantly updating our CPD offer for SEND. For example we have trained staff in ADHD with a CAMHS practitioner delivering the training, Attachment, Gross and Fine Motor Skills, General Sensory Awareness, ASD, Speech and Language, supporting EAL pupils in/out of the classroom, etc. Training is also offered to staff at regular points in the year specific to children's needs in their classroom. E.g diabetes, dyslexia, selective mutism etc.</p> <p>The SENDCo keeps a yearly record of all training attended by staff on record. The SENDCO also supports staff on a daily basis.</p> <p>The SENDCo has attended Emotional Friendly Schools training and has in the past received weekly support from a bought in SEN external specialist whilst new to the role.</p> <p>In house training is offered via the SENDCo to all staff on target setting and pupil passports.</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Test support arrangements are implemented all year round in preparation for the tests so that SEN children are ready for the tests.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> ● Booster Groups to give children extra help. ● Pre-test breakfast clubs. ● Tuition after school.

	<ul style="list-style-type: none"> ● Readers or Scribes ● Extra time provided for the tests ● A separate, small classroom for anxious students or students with behaviour difficulties. ● Coloured overlays for pupils with dyslexic tendencies.
6. How do you share educational progress and outcomes with parents?	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> ● Parents Evenings twice a year ● School reports – 3 times a year ● Pupil Passports (Individual Plan for children with SEND) ● Additional meetings with parents if requested or required ● Review of statements and EHCPs once a year or more often if necessary ● Parent workshops and coffee mornings ● Annual review for EHCPs and parent/teacher consultations with the educational psychologist ● Copies of reports from other professionals sent home ● Daily regular contact for parents via class Dojo. ● SENDCo non class three days a week.
7. What external teaching and learning do you offer?	<p>We have support from experienced teachers who work within the LSS, This includes an ASC teacher, specialist Dyslexia teacher, Visual Impaired teacher, Hearing Impaired teacher and Dyscalculia teacher. We also access support from two specialist teachers from The Primary Inclusion Team who are based in specialist provision but whom offer outreach to children with SEMH issues. We have offer tuition for all year groups.</p>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<p>We have strong links with our off-site provisions. We allocate a lead teacher to ensure that children accessing an off-site provision are monitored and supported effectively to ensure that they are happy, making progress and make the transition successfully.</p>
9. What work experience opportunities do you offer?	<p>Dare to be different day PSHE- new curriculum. British Values lessons termly.</p>

Annual Reviews

Annual Reviews

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

Our school follows Government and LA advice when reviewing statements or EHCPs. This includes

- Sending invites to all parties involved with the child
- Ensuring documentation from all relevant parties is shared
- Ensuring that the Review meeting is held at a convenient location
- Ensuring that the Review meeting is held at a convenient time for parents who work or have commitments during the day
- Ensuring parent's and pupil's views are shared and listened to
- Providing transport if needed
- Providing a translator if needed
- Consulting with staff prior to the meeting
- Making parents aware of parent partnership support
- Written report completed following the meeting

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

To ensure that we are meeting the needs of other children with SEN, we review our provision regularly.

- We constantly monitor all children's progress and identify children who are struggling at the end of each half term
- We monitor intervention programmes to ensure they are effective
- We change the groups of children who are involved in interventions
- The SEN list is a working document. We review the SEN list and if children have made progress we move them off the list.
- If a child is falling behind their class teacher will monitor progress and consult with SENDCO.
- The SENDCO, class teachers and the TAs work very closely to communicate effectively about all SEN children.
- We thoroughly monitor our interventions every half term in a very precise way.

Keeping Children Safe

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?

We have different handover arrangements depending on the age of the child. In Nursery, parents bring their child into school in the morning and come into school at the end of the day.

In Reception, KS1 and Year 3 parents wait with their child in the playground directly outside the classroom doors. The children come into class on their own. Teachers are available at the door to talk to parents/carers in the morning and after school.

In Years 4,5 and 6 the parents and children wait in the playground in the morning and the teachers come to collect the children from the playground. At home time the year 4,5 and 6 children are escorted from their classrooms to exit points at the side doors on the ground floor where members of staff ensure children go with the correct parent/carer.

Parking facilities are very limited and we ask parents with cars to wait outside the school grounds. We have a dedicated visitor car park with bays for disabled drivers / pupils.

2. What support is offered during break and lunch times?

During break times, members of our teaching staff are always present on the playground. Pupils who are upset, lonely or worried can access staff during these times. During lunchtime, our TAs and welfare staff support the children so a familiar face is always visible.

In KS2 at lunch we have lots of zoned activities. A PE coach teaches sports and playground games during this time. We have play pal system so our older children support reception children to ensure they are happy at break time and lunchtime.

Working from our playground project with the EP our Playground Lead is working on a range of activities for our children to give them access to structured and unstructured play opportunities.

<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Risk assessments are undertaken for all school trips. PE lessons are always led by suitably qualified staff and risk assessments for individuals are undertaken if and when necessary. Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing. Any additional support for specific needs are catered for. This may include children who struggle to walk long distances being provided with a taxi, children who struggle in loud and busy places to have additional adult support or to be allowed to go a different route and for staff to be aware of somewhere children can go if they need some time out if they require this on a trip.</p>
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<p>All in line with Salford LA</p>
<p>5. Where can parents find details of policies on bullying?</p>	<p>Our anti-bullying policy can be found on the school website.</p>

Health (including Emotional Health and Wellbeing)

Health (including Emotional Health and Wellbeing)

<p>1. What is the school's policy on administering medication?</p>	<p>Please see our medical needs policy. All medicine that needs to be administered is signed off by parents and the medication is stored and delivered as instructed. For more regular medications such as insulin injections the diabetes nurse delivers training to relevant staff 2 x per year and is always available to contact if needed.</p>
<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 and any other professional who is involved with the pupil. ● The care plan is then shared with all staff in a briefing and monitored by the SENDCO regularly.

	<ul style="list-style-type: none"> ● 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. ● The plan is agreed with the parent and is signed by the parent
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> ● Call 999 if the emergency requires this ● Contact one of the qualified first aiders on hand in school ● 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.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> ● All staff are trained every 3 years on Safeguarding/Child protection ● Relevant staff undertake external courses provided by the LA and private companies ● Relevant staff are trained on how to use an epi pen ● Relevant staff have epilepsy training ● Relevant staff have moving and handling training ● Relevant staff have diabetes training ● We have members of staff who are first aid trained ● We have a designated member of staff who is trained on FAF completion and other relevant documents, i.e. EWO referrals, etc. ● 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. ● We have a school nurse
5. Which health or therapy services can children access on school premises?	<p>Speech and Language Therapy School Nurse Occupational Therapy Physiotherapy CAMHS Place2Be Educational Psychology</p>

Communication with Parents

Communication with Parents

<p>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>	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> ● Annual letter informing staff for following year ● Parent drop ins ● School newsletter ● School Website / Class Dojo ● EYFS welcome meetings ● Open door policy ● Home visits are made if requested by parent ● Learning Mentor available ● SENDCO is available to speak to parents (also via Dojo) ● SEND display in school reception with named SENDCo on. ● Parent drop in with SENDCO to discuss any concerns
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>Our teachers are available to talk to parents briefly in the morning or after school. If a lengthier discussion is required then an appointment can be made.</p> <p>All parental concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p> <p>Parents/carers can contact class teachers by messaging them on class Dojo</p>
<p>3. How do you keep parents updated with their child/young person’s progress?</p> <p>4. Do you offer Open Days?</p>	<p>We update parents about their child’s progress in a number of ways</p> <ul style="list-style-type: none"> ● Parents evenings ● Home visits if requested ● School reports ● Reward cards ● Telephone calls ● Letters home ● Text messages home ● Informal chats before and after school

	<ul style="list-style-type: none"> ● Parents can make an appointment ● Class Dojo
5. How can parents give feedback to the school	<p>Parents can feedback in a number of ways</p> <ul style="list-style-type: none"> ● Parental meetings ● Telephone calls ● Governor meetings ● Questionnaires (Summer 2) ● Arrange to see staff at a mutually convenient time ● Class dojo

Working Together

Working Together	
1. Do you have home/school contracts?	No
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>Our School offers a range of opportunities for pupils to have their say. These include:</p> <ul style="list-style-type: none"> ● Student Council- one per half term ● Staff listen to children on an informal basis ● Children speak to a member of staff that they feel comfortable with. ● Learning mentor is always available for the children to talk to ● Pupil voice on SEN pupil passports ● Pupil voice – EHCP annual reviews and throughout the year
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> ● Parents Evenings ● Review meetings ● Open door policy ● Appointments with teachers, SENDCO, Head and deputy head teacher ● School questionnaires
4. What opportunities are there for parents to get involved in the school or become school governors?	Parents are invited to be governors via letters, newsletters or the school website.

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)	Our school has a named Governor linked to SEN. The link governor comes into school once every term.
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What Help and Support is available for the Family?

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?	Our school does offer help completing forms if required. The SENDCO or Learning Mentor would arrange to meet with them and help them complete all the necessary paperwork. Parents are offered this service at a parental meeting or by phone. Home visits are undertaken if the parent/carer can not get into school. Close links with SIASS who also support our parents with completion of forms. Learning Mentor will also help parents to complete FAFS, etc.
2. What information, advice and guidance can parents access through the school? Who normally provides this help and how would they access this?	At our school we work very closely with parents/carers and support them in whatever ways we can. We will actively seek out help, advice and support which will benefit them. Our school has a Learning Mentor who works very closely with parents and supports them in numerous ways including help with dealing with other agencies such as social care and housing.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	This is generally not an issue, but we would help parents on a case by case basis.

Transition from Primary School and School Leavers

Transition from Primary School and School Leavers

<p>1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the high school, buddying etc)</p>	<p>We have close links with our nearest high schools and we always speak with a transition representative on a case by case basis in other schools.</p> <p>We meet with visits primary schools to speak to pupils in Year 6</p> <ul style="list-style-type: none"> ● We invite feeder school representatives to meet with us prior to year 6 transition ● Our feeder schools visit our year 6 children ● Year 6 pupils visit their new school on at least one occasion in the final term of Year 6 ● The SENDCO meets with the SENDCO from each feeder primary as necessary ● SEN pupils and/or vulnerable pupils may have additional visits to their new school ● SEN pupils and/or vulnerable pupils will be provided for in ways which may be additional to or different from other provisions ● EP invited to all transition meetings
<p>Extra Curricular Activities</p>	
<p>1. Do you offer a school holiday and/or before and after school provision? If yes, please give details.</p>	<p>There is a breakfast club in school.</p> <p>School runs a range of after-school clubs including many sporting clubs, along with music, art and reading clubs.</p> <p>Children from Primrose Hill have access to an independent after school club which provides child care in the local area. The after school club is OFSTED registered and the staff will collect your child from school. This is a paid service and parents/carers arrange this themselves should they need it.</p>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<p>There are several after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these.</p> <p>All activities require a small contribution however if there is financial difficulty then school will support this.</p> <p>In KS2 at lunchtime, our children have access to play zoned areas with different activities. We also have a sports coach who organises a range of sporting activities for the older children at lunchtime.</p> <p>All clubs are mentioned in newsletters and on the website.</p>

<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments and pre-visits are carried out, parents are consulted. We also offer 1-1 support or small group support for pupils if needed. Pupils from families who are economically disadvantaged are offered free or heavily subsidised places on all trips and residential. When invites go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. Experienced, trained TAs accompany most trips out. We often use familiar staff for children who are going on residential especially if they are SEN and have additional needs. Parents are invited where appropriate to support a child with SEND</p>
<p>4. How do you help children and young people to make friends?</p>	<p>We use a buddy system at break time and lunch time. Our teachers and TAs also support the children at break times and lunchtimes, encouraging them to play co-operatively.</p>

Please visit <http://www.primrosehillprimary.co.uk/information/policies/> and/or <http://www.primrosehillprimary.co.uk/information/send/> to see copies of all of our school policies. Printed versions of these are available on request.

Also, see information on Salford's Local Offer

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

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	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. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> ● Inattentive, but not hyperactive or impulsive. ● Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher. 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.
ASC	Autistic Spectrum Conditions	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism often comprise of the following differences in a person with ASC: Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum conditions
	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.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.

	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	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.
	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.
	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.
SENDCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENDCO 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.
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