

## Local Offer: Bridgewater Primary School

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 will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer. We are currently working on the LA's Local Offer and we will advise you of our website link in due course.

This template has been designed by a working group of schools in Salford to help you to pull together information so that children and young people with Special Educational Needs (SEN) or disabilities and their parents/carers know what support they can expect if they attend your school/academy. You do not have to use this template but we hope that you find it useful.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. It would also be good practice to consult your own pupils, parents about what to include in your Local Offer. One Salford school has already trialled the development of their local offer and their completed document is attached as an example. The Senior Leader for Special Educational Needs led on this piece of work and was supported by the SENCO and other staff. A stakeholder group of pupils, parents, staff and governors provided a useful consultation group for the school

When you have completed your Local Offer, please could you complete the following details and return the document by email to [Children.families@salford.gov.uk](mailto:Children.families@salford.gov.uk) .

<b>School/Academy Name</b>	<b>Bridgewater Primary School</b>
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Rebecca Cope 0161 9211191</b>

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy

<b>Name of Person/Job Title</b>	<b>Mrs Rebecca Cope SENCO</b> <b>Mrs Emma Henderson Head Teacher</b>		
<b>Contact telephone number</b>	<b>0161 7902281</b>	<b>Email</b>	<b>bridgewater.primaryschool@salford.gov.uk</b>

### Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer webpages. For reasons of confidentiality, please do not include a child/young person's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.bridgewaterprimaryschool.co.uk/information/policies/">http://www.bridgewaterprimaryschool.co.uk/information/policies/</a>		
<b>Name</b>	<b>Website name</b> http://www.bridgewaterprimaryschool.co.uk	<b>Date</b> 18.09.2018	

Please return the completed form and the Local Offer document by email to: [Children.families@salford.gov.uk](mailto:Children.families@salford.gov.uk)

**Local Offer: Guidance for High Schools/Academies – Example below.**

Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> <li>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</li> <li>3. Staff specialisms/expertise around SEN or disability</li> <li>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</li> <li>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</li> <li>6. How do you share educational progress and outcomes with parents?</li> <li>7. What external teaching and learning do you offer?</li> <li>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</li> <li>9. What work experience opportunities do you offer?</li> </ol>	
Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> </ol>	<p>At Bridgewater Primary School all of our staff are ELKLAN trained. Teaching assistants and teachers work with children in and out of the classroom delivering interventions which help enable them to achieve their full potential. We offer one to one support or small group support for any child that needs it for example in reading, writing, spelling and maths.</p> <p>We also provide support for other children with identified needs, such as Autism, ADHD, Cerebral Palsy, dyslexia and children with Speech and Language difficulties.</p> <p>Our Classrooms offer lots of visual prompts and supports for those children that have learning difficulties.</p>
<ol style="list-style-type: none"> <li>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</li> </ol>	<p>Bridgewater Primary School prides itself on inclusion. Class teachers, the SENCO and the head teacher discuss any further support needed for children termly in pupil progress meetings.</p>

	<p>We have strong links to many outside agencies who can provide additional support to our school. Such agencies are:</p> <ul style="list-style-type: none"> <li>*Educational Psychologist</li> <li>*Speech and Language Therapists</li> <li>* Occupational Health</li> <li>* Learning Support Services</li> <li>* School nurse</li> <li>*Physiotherapy</li> </ul> <p>Parents play a vital role in supporting their child at school, we always talk to parents before we involve other agencies. Some children may need specific equipment to assist their learning, for example:</p> <ul style="list-style-type: none"> <li>*Laptops and I pads</li> <li>*Wobble cushions to support with better sitting.</li> <li>*We purchase resources that will benefit children with developing their social and independent skills, working with children in small group sessions e.g. sandtimers, writing stations</li> </ul>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Our school SENCO is approachable and friendly, and always willing to support all children's needs in a positive manner. Our SENCO is also a trained and accredited Reading Recovery Teacher.</p> <p>All our staff are trained in a variety of ways and approaches which enables us to provide the best provision and support for children with special educational needs for example;</p> <ul style="list-style-type: none"> <li>*Elklan trained for speech and language support.</li> <li>*Socially Speaking groups</li> <li>*Bereavement counselling</li> <li>*We have strong links to professionals to gain support and guidance when needed.</li> <li>*Reading recovery</li> </ul>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>Staff are trained and supported in all current special needs that are identified in our school; training is also identified through performance management and appraisals.</p> <p>The SENCO supports staff when needed and is able to access support</p>

	<p>from other agencies for support. Staff work together and share their expertise and meet weekly to share ideas and resources.</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>Test support arrangements are implemented all year round in preparation for any tests so that SEN children are ready and receive appropriate support. In year 6, children access booster sessions in preparation for the tests. In test weeks we provide pre test breakfast clubs to help the children to relax and eat well.</p> <p>Access arrangements – which include Readers, Scribes, extra time, small classroom for anxious students/behaviour students, translators, enlarged print on tests and prompters are also available.</p>
6. How do you share educational progress and outcomes with parents?	<p>Our school aims is to work closely with all parents, we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> <li>*Parents Evenings twice a year</li> <li>*Reports given as part of parents evening</li> <li>*Annual reports in July.</li> <li>*Additional meetings with parents if requested or required.</li> <li>*Review of EHCPs</li> <li>*Implementation of EHCP</li> <li>*Reviews for IEPs three times a year.</li> <li>*Reviews for Play Plans three times a year.</li> </ul>
7. What external teaching and learning do you offer?	<p>We have a speech and language therapist based in school once a week. This is a service we buy into school to deliver speech and language programmes to children, parents and staff.</p>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<p>No pupils currently access offsite provision</p>
9. What work experience opportunities do you offer?	<p>We provide opportunities for people in different sectors to come into school and discuss careers with children.</p>
<b>Annual Reviews</b>	
<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</li> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	

**Annual Reviews**

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>At Bridgewater primary School we follow the Government and LA advice when reviewing EHCP's. This includes:</p> <ul style="list-style-type: none"><li>*Sending invites to all parties involved</li><li>*Ensuring all documentation from all parties copied and shared</li><li>*Ensuring the review meeting is held at a convenient location and time for all parties especially those parents who have work commitments.</li><li>*Ensuring parents and pupils' views are shared and listened to.</li><li>*Consultation with staff prior to the meeting</li><li>*Making parents aware of parent partnership support</li><li>*Detailed report written after the meeting and shared with all parties.</li></ul>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>The SENCO, class teacher and the TA's work extremely closely at Bridgewater focusing on clear and effective communication to ensure all children's areas of need are identified and are targeted with full support.</p> <p>To ensure that we are meeting the needs of other children with SEN, we review our provision regularly.</p> <p>We constantly monitor all children's progress and identify children whose progress may have stalled or who may not be making progress. Intervention programmes are introduced to enable quick catch up.</p> <p>We monitor and evaluate the intervention programmes to ensure they are effective.</p> <p>We review the SEN register regularly and where children have made progress we monitor them for two terms and then remove them from the register. Class teachers discuss any concerns with the SENCO and children are added to an initial concern list to monitor their progress. IEP's and Play Plans are reviewed every term with teachers and parents.</p>

**Keeping Children Safe**

<p>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?</p>	<p>At Bridgewater children in Nursery, Reception, Year 1, Year 2 and Year 3 come into and go home through outside classroom doors. They are greeted by their class teacher and teaching assistant.</p> <p>For children in Year 4, 5 and 6 parents wait with their child on the main</p>
--	---

	<p>playground and are greeted by their class teacher and taken into school. At the end of the day teachers dismiss the pupils when they can see the child's parents.</p> <p>With permission for parents children in year 6 are allowed to walk home alone.</p> <p>Teachers are available at the beginning and end of each day to discuss concerns and achievements for that day. Monitoring report cards are often used and shared with parents during this time. Children with additional needs have home communication books where notes are sent home to give parents an overview of their child's day and verbal feedback is also given to ensure a smooth transition between home and school.</p> <p>Unfortunately, at our school we have limited parking available.</p>
<b>Keeping Children Safe</b>	
<p>1. What support is offered during breaks and lunchtimes?</p>	<p>At Bridgewater, during break times, two members of staff are always present on the playground. Our learning mentor who has strong relationships with the children is always on the playground at this time. In Key Stage Two some children in Years 5 and 6 are playground buddies which help to promote inclusion and support children who may need to.</p> <p>During lunchtimes, the Welfare Staff, which includes a lot of our TA staff, support the children during their play.</p> <p>Children have outdoor resource boxes to play with and buddy friendship groups are in place to support pupils to develop friendships.</p>
<p>2. 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 and staff makes preliminary visits to areas being visited. School staff complete an EVOLVE form which helps plan out any visit to show learning opportunities and possible risks are shared with all staff prior to the visit.</p> <p>Within school there are risk assessments for each room within the school.</p> <p>PE lessons are always led by suitably qualified staff or school staff.</p> <p>Risk assessments for individual pupils are undertaken where necessary.</p> <p>Our school always ensures that staff to pupil ratios is appropriate for</p>

	the age of the children involved and the activities they are completing.
3. What are the school arrangements for undertaking risk assessments?	At Bridgewater all of our risk assessments are in line with Salford LA. We use EVOLVE for the Risk Assessment documentation also for trips.
4. Where can parents find details of policies on bullying?	Policies can be found on the school Website and a copy of the school policies are also kept in the school office. These are available upon request.
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	Our school has a policy on medication administration, ratified and agreed by the Governing Body
2. How do you work with the family to draw up a care plan and ensure that all relevant staff is aware of the plan?	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 all staff and monitored by the SENCO annually or when needed. 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 Ensure that the child is safe and comfortable Move pupils away from the injured child to minimise stress and anxiety. 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 is trained/qualified to deal with a child's particular needs?	All staff are trained every 2 years on Safeguarding/Child protection. Staffs are regularly asked if any they feel they need any specific



	<p>training needs.</p> <p>Relevant staff undertakes external courses provided by the LA and private companies where a training need is identified based on pupils current needs. The TA's at Bridgewater Primary School hold regular meetings and share any new training or materials they have experienced.</p> <p>Relevant staff are trained on how to use a De Fibrillator which is based in the school hall.</p> <p>The learning mentor is trained on CAF completion and other relevant documents, i.e. EWO referrals accessing support.</p> <p>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, EAL, etc.</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>Currently children access the; School Nurse, Speech and Language, Occupational Health, Physiotherapy and Learning Support.</p>
<p><b>Communication with Parents</b></p>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<p><b>Communication with Parents</b></p>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> </ol>	<p>Our School aim is to work closely with all parents and we communicate with parents in a variety of ways;</p> <ul style="list-style-type: none"> <li>• Annual letter informing staff for the following year</li> <li>• Parent drop in sessions</li> <li>• School weekly newsletters</li> <li>• School website</li> <li>• EYFS welcome meetings</li> <li>• Curriculum meetings</li> <li>• Open door policy</li> <li>• Home visits for our early years children</li> </ul>

	<ul style="list-style-type: none"> <li>• Class teachers inform parents about the SENCO</li> <li>• Parent friendly leaflets placed in school entrance</li> <li>• TA to support with any parent needs/ concerns</li> <li>• SENCO keeps in contact with parents on a regular basis to discuss areas of need or support.</li> </ul>
<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. Notes can also be placed in the children's home reading record/home communication books.</p> <p>If a lengthier discussion is required then an appointment can be made at the school office or with the class teacher.</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"> <li>• Parents evenings</li> <li>• School reports</li> <li>• Telephone calls</li> <li>• Letters home</li> <li>• WOW postcards home</li> <li>• Informal discussions before and after school</li> <li>• Whole school celebration assemblies</li> <li>• Class assemblies</li> <li>• Open days in the Early Years.</li> <li>• Maths, reading and writing workshops across the school</li> <li>• Family fun days and events</li> </ul>
<p>5. How can parents give feedback to the school</p>	<p>Parents can be given feedback in a number of ways.</p> <ul style="list-style-type: none"> <li>• Parental meetings</li> <li>• Telephone calls</li> <li>• Governor meetings</li> <li>• Questionnaires</li> <li>• Additional meeting with staff</li> <li>• Parent View</li> </ul>
<p><b>Working Together</b></p>	

<ol style="list-style-type: none"> <li>1. Do you have home/school contracts?</li> <li>2. What opportunities do you offer for pupils to have their say? e.g. school council</li> <li>3. What opportunities are there for parents to have their say about their son/daughter's education?</li> <li>4. What opportunities are there for parents to get involved in the school or become school governors?</li> <li>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</li> </ol>
--

<b>Working Together</b>	
1. Do you have home/school contracts?	Our school has home/school contracts which our parents are asked to sign at the beginning of each school year.
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"> <li>• Student Council- from Year 1 to Year 6 two children represent each class.</li> <li>• Suggestion boxes</li> <li>• Staffs listen to children on an informal basis.</li> <li>• Children speak to staff that they feel comfortable with.</li> <li>• Meetings with the learning mentor</li> <li>• Pupil interviews which relate to their school work and learning</li> </ul>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parent can have their say ;</p> <ul style="list-style-type: none"> <li>• Attending parents evenings.</li> <li>• Review meetings</li> <li>• Open door policy</li> <li>• Arranging a meeting with teachers.</li> <li>• Governor forum meetings.</li> <li>• School Questionnaires.</li> <li>• Parents view – via the Ofsted site</li> </ul>
4. What opportunities are there for parents to get involved in the school or become school governors?	Parents are invited into school to help with trips; visitors assist in class e.g. listening to reader. Parents are invited to be governors via

	<p>newsletters. We are really lucky at Bridgewater as we have a number of parent volunteers.</p>
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	<p>Our School has a named Governor linked to SEN. The link governor meets annually with the SENCO to discuss progress and the overall picture of SEN at Bridgewater. The SENCO attends a governor meeting once a year and shares the overall picture of SEN at Bridgewater.</p>
<p><b>What Help and Support is available for the Family?</b></p>	
<p>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?</p>	
<p><b>What Help and Support is available for the Family?</b></p>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Our School does offer any support that is needed to fill in forms when and if required. The SENCO would arrange to meet with the parents to complete the necessary paperwork and offer support and advice. Our learning mentor would also support parents to complete CAF's</p>
<p>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?</p>	<p>The School SENCO supports any parent regarding advice and concerns, referring children to different services i.e. Speech and Language, the school nurse or learning support. Full time learning mentor.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<p>No arrangements at present.</p>
<p><b>Transition from Primary School and School Leavers</b></p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	

<b>Transition from Primary School and School Leavers</b>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>We have close links with our nearest high school and most of our pupils when they leave us attend there when they leave us,</p> <ul style="list-style-type: none"> <li>• Year 7 co-ordinator visits primary schools to speak to pupils in Year 6</li> <li>• Year 6 pupils visit on two occasions in the final term of Year 6.</li> <li>• Year 5 pupils visit the high school prior to applying for a place.</li> <li>• SEN pupils and or vulnerable pupils are placed in a nurture group.</li> <li>• SEN pupils have additional visits to the high school with their parents, and or with an allocated member of staff they are fully supported with the transition process.</li> <li>• The year 6 teacher fills in transition forms to support pupils with their new school and meets with their new teacher.</li> <li>• Form tutors, Heads of House can be telephoned by parents with any concerns.</li> </ul>
<b>Extra Curricular Activities</b>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</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>3. How do you make sure clubs, activities and residential trips are inclusive?</p> <p>4. How do you help children and young people to make friends?</p>	
<b>Extra Curricular Activities</b>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<p>Not currently</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 clubs that pupils are encouraged to attend. A small charge of £1 per week is made for the clubs payable half termly. We currently offer a wide range and ask children to give ideas of clubs they would like to attend.</p> <p>At lunchtimes our children have access to the outside playground where there is a wide range of activities they can access. There is also</p>

	the opportunity for children to choose an inside activity in a classroom. There are letters sent home to parents with the huge variety of after school clubs we offer half termly.
3. How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out, parents are consulted. We also offer 1:1 support or small group support for pupils. Experienced, trained TAs accompany on most trips out. Children with Special Educational Needs will receive the appropriate support needed on trips. We will work with parents and outside agencies to ensure children have access to the relevant equipment needed e.g. wheelchair
4. How do you help children and young people to make friends?	At Bridgewater we discuss friendships during circle time sessions. All staff encourages the children to play co-operatively together during play times. We celebrate friendships at Bridgewater primary School.

Weblinks to Key Policies

**E.g. Behaviour policy, Antbullying policy, SEN policy**

**Possible Glossary for Local Offer – please delete/amend as appropriate**

	<b>Annual Review</b>	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.
<b>ADHD/A DD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	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"> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	<p>This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> <li>Socialisation - poor social skills;</li> <li>Communication - difficulties with speech language and communication;</li> <li>Imagination - rigid thought and resistance to change.</li> </ul> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
<b>C up L</b>	<b>Catch up Literacy</b>	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.
	<b>Clinical Psychologist</b>	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	<b>Code of Practice</b>	The SEN Code of Practice (often referred to as ‘The Code’) gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of

		this Code when they are dealing with children who have special educational needs.
	<b>Connexions</b>	Connexions provide a targeted service to anyone aged between 13 and 25 who has 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.
	<b>Differentiation</b>	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
	<b>Dysarthria</b>	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>ELKLAN</b>	<b>Speech and</b>	An intervention used with children with communication difficulties. It helps to develop



	<b>Language intervention</b>	and encourage pupil's interaction and communication
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
<b>HI</b>	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
<b>IEP</b>	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording

		how it is meeting your child's SEN
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	<b>Learning Mentors</b>	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.
<b>LEA</b>	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
<b>LSU</b>	<b>Learning Support Unit</b>	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.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	<b>National Curriculum Inclusion Statement</b>	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	<b>Nurture Room</b>	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.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
<b>PPO</b>	<b>Parent Partnership Officer</b>	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.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	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.
	<b>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	<b>Pyramid Club</b>	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.
	<b>Responsible Person</b>	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs

		should be met.
<b>SEN</b>	<b>Special Educational Needs</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	<b>Special Educational Provision</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<b>SEN</b>	<b>Special Educational Needs</b>	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of Special Educational Needs</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	<b>Transition</b>	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into

		adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	<b>Transition Plan</b>	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).
<b>VI</b>	<b>Visual Impairment</b>	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.