

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.

St. Sebastian's R.C. Primary School Local Offer

Our school is an inclusive school. We seek to be a living expression within the wider parish community of Gospel values. Staff work together to provide the teaching of Our Lord and his Church, governing faith and moral living. The school makes every effort to work in partnership with parents and parish for the growth and human development of each child. At St. Sebastian's there is an emphasis on forgiveness, trust and respect for others in their uniqueness. Every pupil and staff member is valued. All are given equal opportunities to develop their personal and spiritual potential.

'WE BELIEVE THAT ALL PEOPLE MATTER'.

School/Academy Name	St. Sebastian's R.C. Primary School		
Name and contact details of our school's SENCO	Jannine Platt Jannine.Platt@salford.gov.uk		

Name of Person/Job Title	Jannine Platt (Deputy Head/SENCO)		
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Name	Miss Amanda Donoghue (Headteacher)	Date	11th December, 2017

Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>St. Sebastian's offers a broad and balanced, fully inclusive curriculum, engaging the needs of different cultures, with high expectations for all learners.</p> <p>We also provide:</p> <ul style="list-style-type: none">• Full time teaching assistant group support in every class, with additional support allocated to pupils with complex needs and EHC Plans• 2 additional part time teachers to accelerate performance of identified learners and to deliver Breakfast and After School booster classes• 1:1 personalised tuition delivered by both teachers and assistants to address the needs of individual learners• 1 HLTA delivering group programmes in higher order reading skills and spelling programmes• 1 HLTA delivering personalised individual and group programmes in Reading, Writing and Speech and Language• EMTAS individual support for EAL pupils and Travellers• 1:1 Beanstalk reading mentors• Keyworkers for those individuals who require highly personalised provision <p>In total, we have a team of 13 teaching assistants (mainly with level 3 qualification). In each Key Stage, we have a HLTA. The role of the assistants who are class based is to support small groups, preteach prior to lessons, break down lessons and language into sizeable chunks, as appropriate to the group, and, to reinforce learning. TA's deliver same day intervention and support programmes to improve English skills, Numeracy, speech, language, communication and social skills. Additional visual resources are used as required. Working walls reinforce and prompt learning.</p>
<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>	<p>We set suitably differentiated classroom tasks to enable pupils to work with some independence and draw up education plans for individuals, targeting specific skills according to personal needs, providing appropriate resources and reviewing progress each term with parents and relevant agencies.</p> <p>To ensure provision is closely matched to pupil need, we</p> <ul style="list-style-type: none">• Buy in additional support from the Educational Psychologist, over and above that which is provided by the local authority• Buy in a Speech and Language Therapist for a full day once a fortnight developing

	<p>language in the Early Years and targeting individual pupils from Years One to Six</p> <ul style="list-style-type: none"> • Have a Speech and Language Therapist assessing pupils individually and providing recommendations once per half term • Buy in 2 days counselling and social care support from CARITAS • Have EMTAS support on a weekly basis for pupils whose first language is not English and for Traveller pupils • Access the Learning Support Service and the Primary Intervention Team to provide additional training and to obtain advice as to how best support pupils, for example, those with social, emotional and communication needs, pupils with learning difficulties in the Early Years, those needing occupational therapy or those requiring dyslexia assessments or other <p>We also modify/purchase necessary equipment/programmes, such as</p> <ul style="list-style-type: none"> • Large letter computer keyboards • Pencil grips • Sloping desks • ICT software programmes, such as Nessy for pupils with reading difficulties • Toe by Toe materials/Dancing Bears/Wolf Hill Reading scheme/Maths Intervention/Supplementary Big Maths/SEEMA for EAL pupils/Read, Write, Inc. Catchup • Sensory resources tailored to individuals • Additional fine motor resources, pencil grips, etc • Coloured overlays for students with dyslexic tendencies <p>Disabled toilet facilities are situated on the ground floor and entrance ramps enable wheelchair access to the ground floor facilities.</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>We offer</p> <ul style="list-style-type: none"> • 6 ELKLAN trained teaching assistants • Maths specialist part time teacher • Writing specialist part time teacher • HLTA trained to deliver The Incredible Years parenting programme • Whole school staff teachers and assistants trained to deliver Read, Write, Inc Programme • 7 teaching assistants trained to deliver Letters and Sounds Phonics programmes

	<ul style="list-style-type: none"> • Trained Maths Recovery teaching assistant • Trained Reading and Maths Recovery SENCO • 2 trained Better Reading Project teaching assistants
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<p>We provide regular in-house training and buy in external staff (e.g. Primary Intervention Team) to provide expertise on a broad range of SEN areas, including:</p> <ul style="list-style-type: none"> • Meeting sensory needs • Modifying challenging behaviour and attachment theories • Supporting pupils with autism/social and communication needs • Using Social Stories • Restraint training • Meeting the needs of all learners/learning theories • Dyslexia • Speech and Language • Teaching pupils with English as an additional language • Managing various medical conditions • Safeguarding training <p>A staff meeting is dedicated to reviewing individual education plans each term and monitoring pupil performance. The SENCO attends cluster meetings and LA training to keep up to date with current practice.</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>The school have recently developed a Sensory room for those pupils with sensory needs. Access arrangements are planned for according to pupil need throughout the school and particularly in Y6. These include:</p> <ul style="list-style-type: none"> • Readers/Interpreter for Maths tests • Scribes • Applications for additional time/breaks during testing, if specific to need • Provision of appropriate equipment • Provision of quiet working spaces • Provision of enlarged print/overlays during test periods
6. How do you share educational progress and outcomes with parents?	<p>The Headteacher and all staff are available daily to speak to parents on an informal basis. Appointments can be made via the office to speak formally with the Headteacher or teachers. All parents are invited to a formal meeting with the class teacher to discuss</p>

	progress twice a year, and formal school reports are prepared in the Summer term. EHC Plans and are reviewed formally once a year. Parents of pupils on the SEN register are invited to attend informal solution focussed meetings each term, with at least one of the agencies involved where possible. Team around the family/child meetings are held every six weeks for individual cases.
7. What external teaching and learning do you offer?	We offer swimming lessons year round for all pupils in Lower Key Stage Two, Road Safety and Bikeability training.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	No pupils access offsite provision currently. On occasions when pupils are referred to other settings, planning meetings involving parents and all agencies take place prior to placements to discuss how best to meet the child's needs, any practical arrangements (transport, etc) and transitions back in to school. Weekly logs are provided by the off site setting for the school, thus, maintaining communication during placements.
9. What work experience opportunities do you offer?	We offer <ul style="list-style-type: none"> • Student teacher placements in partnership with Manchester University • Year long placements for student trainee teaching assistants • All Hallow's/Oakwood Key Stage 4 student work experience placements • Voluntary placements for adults wishing to gain childcare/teaching support experience
Annual Reviews	
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?	All parties involved, including Educational Psychologists, are invited to attend an annual review meeting, held at a convenient time at school. High school SENCOs are invited to Y5 Reviews. A translator may be provided. The SENCO consults with teaching staff, in advance of the meeting in order to report on progress. Pupils are asked to express their views either prior to or at the meeting, as appropriate. Parents are encouraged to present their views regarding their child's progress and provision and are made aware of the parent partnership service for additional support, if necessary.
2. What arrangements are in place for children with other SEN support needs	Termly and interim reviews of performance and pupil progress meetings enable children to be tracked closely and suitable interventions or support to be put in place, for those pupils working below age related expectations or with specific needs. If needed, individual or group education plans are drawn up, shared with all involved and targets measured at the end of each term. Intervention programmes include:

	<ul style="list-style-type: none"> • Phonic and Spelling groups, Toe by Toe Decoding Programme, Nessy, Comprehension beyond the Literal, Better Reading, Reading Recovery/Intervention, Additional Guided Reading, Maths Recovery, Overcoming Barriers in Maths, Social Skills Nurture groups, Time to Talk, Speech and Language, Social Story/Meet and Greet sessions, I can Music in the Early Years, Fine Motor skills/Teudoresco Programme. <p>Teaching assistants are timetabled to support pupils at play during lunchtimes outdoors aswell as modelling appropriate habits whilst eating lunch.</p> <p>Transition programmes to new year groups are planned carefully, involving outside agencies, particularly for those pupils with SEBD or those on the autistic spectrum.</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>Meet and Greet transition plans (involving key adults) are drawn up for those pupils who may find the transition from home to school difficult and need a structured routine prior to entering the classroom. The Breakfast Club service is offered to aid a smooth transition if necessary. Parents are able to park at points around the school perimeter. There is one bay for disabled parking in the school car park. Parents are able to wait in the playgrounds for the children to be collected at the beginning and end of the school day. Wheelchair access is via the main office entrance and both Key Stage One and Two entrances.</p> <p>We have two parent liaison staff members (Miss Beverley Harrison and Miss Caroline Coffey) who welcome the pupils each day at the school entrances and are available to speak with parents should they wish to do so.</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>Four members of staff supervise the yards at morning break. There is a minimum of ten adults supervising pupils during the lunchtime break, with additional adults dedicated to individual pupils, as necessary. Special arrangements for some pupils to carry out activities inside at lunchtimes are made aswell as lunchtime clubs. Additional Sports Provision is delivered over two lunchtimes per week and one prior to the start of the school day on Tuesdays.</p>

	Key Stage Two playground buddies support pupils in play at lunchtimes. Play equipment is available on all yards.
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	All staff accompany pupils during transition times around the school. Risk assessments are undertaken for all school trips and approved by the Headteacher. Pupil/staff ratio authority guidance according to the age of the children is followed. Individual risk assessments are completed for specific pupils with SEBD or other difficulties. PE and Swimming lessons are always well supervised and risk assessments completed. Equipment in school, such as PE apparatus is officially checked at regular intervals. All staff are trained in basic first aid, two of whom have the full first aid qualification. Eight members of staff have the full Paediatric First Aid qualification.
4. What are the school arrangements for undertaking risk assessments?	All risk assessments are carried out in line with Salford LA policy.
5. Where can parents find details of policies on bullying?	Policies can be found on the school Website: www.stsebastians.rcprimaryschool@salford.gov.uk Hard copies or modified versions (enlarged or translated, etc) can be available on request.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	Our school has a policy on medication administration, ratified and agreed by governors. Medical Care Plans are in place for individual pupils. Parents must give written permission for staff to administer medication. All medicines are stored safely locked away in classrooms, the office or the staffroom. Parents are asked to ensure that all medication is in date.
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?	A meeting is held with the parent/carer, school nurse, SENCO and kitchen staff if there are precise dietary requirements and any other relevant professional to draw up the care plan, which is then shared with all school staff and reviewed each term. Photographs of pupils with specific medical needs are displayed in the staffroom. Parents discuss amendments to the plan with staff, as the need arises.
3. What would the school do in the case of a medical emergency	In a medical emergency, the school would follow Salford's Health and Safety

	<p>procedures</p> <ul style="list-style-type: none"> • Call 999 • Contact the on-site qualified first aider • Contact the parent/carer • In absence of parent/carer a first aider would accompany the pupil to the hospital, together with a second member of staff.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<p>All staff are trained every 18 months on Safeguarding/Child protection and designated staff and governors undertake external courses provided by the LA and private companies, including completing Family Assessment or Common Assessment Framework documents (CAFs) and carrying out Team Around the Family meetings (TAFs).</p> <p>The school/outside agencies have delivered training on :</p> <ul style="list-style-type: none"> • Managing Asthma • Diabetes • Epilepsy • Using an epi pen • Autistic Spectrum Disorder • Domestic Violence • Managing Challenging Behaviour and understanding Attachment • Correct Restraint procedures <p>Initially, the school nurse shares the Health Care plan with the class teacher/SENCO as new pupils arrive, with specific medical or physical needs.</p>
5. Which health or therapy services can children access on school premises?	<p>The school can request input from the school nurse, as and when necessary. Height and weight of particular pupils can be monitored on request. Yearly vision and hearing checks take place for pupils in Reception and Year One and health checks for pupils in Year Six. Occupational and Physiotherapy programmes can be implemented in school based on referral recommendations. Speech and Language specialist therapists are on site one day per fortnight. Counselling and Play Therapy Services are provided 2 days per week.</p>
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?	The Headteacher and school staff work hard to maintain positive relationships with parents and are available for informal discussion at the end

	of each day. The SENCO is also available to discuss pupils with SEN, by phone or in person. The school website details school contact information, staff and their responsibilities. Salford's Family Information Direct Programme directs parents to a wide range of information, advice and guidance and the Starting Life Well Team also support parents.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	The Headteacher endeavours to maintain an 'open door' policy and meet with parents as quickly as possible, as needs arise on a daily basis. Parents may be asked to make an appointment, dependent on the nature of the concern or the member of staff they would like to speak to. Class teachers are available at the end of the school day, once the pupils have been dismissed.
3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?	All parents of new Nursery children are invited to an Open Day in the Summer term, prior to starting at the school. Home Visits can be arranged. Parents of pupils in each year group are invited into school in the Autumn term where they can visit classes and look at the provision for their child as they enter a new year group. Parent meetings to discuss pupil progress are held in Autumn and Summer for all pupils in the school. A formal end of year report is sent to parents in July, outlining progress made and targets for improvement. Achievement, good behaviour and attendance are also recognised each week in whole school Assemblies.
5. How can parents give feedback to the school	The school welcomes feedback from parents, on a day to day basis. Parents can also make their views known <ul style="list-style-type: none"> • Via email or telephone • At review meetings • Via school questionnaires • Parent View
Working Together	
1. Do you have home/school contracts?	Every academic year, each class teacher shares expectations of behaviour and homework. The school website provides further curriculum coverage information, home school contracts, etc and a regular newsletter informs parents of day to day issues.
2. What opportunities do you offer for pupils to have their say? e.g. school council	The School Council is made up of two children from each year group and meets each half term with the dedicated Council Lead Teaching Assistant.

	House Captains also meet each half term with their 'house' team and report back their discussion to the Headteacher. The school also use questionnaires or student council surveys for pupil 'voices' to be heard. Children on the SEN register present their views at reviews. The Caritas team also monitor the 'worry box' which gives children an opportunity to share their opinions anonymously.
3. What opportunities are there for parents to have their say about their son/daughter's education?	The school maintains an 'open door' policy for parents to share their views. Parents Evenings, SEN Reviews and private appointments with the Headteacher, SENCO or class teacher can be conveniently arranged.
4. What opportunities are there for parents to get involved in the school or become school governors?	All parents are invited by letter to be involved in the governing body, when a term of office has expired and a governor is no longer able to fulfil the role. A ballot for the appointment of a new governor is undertaken.
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)	The Headteacher meets with the Chair of Governors regularly and details SEN updates in the Headteacher's report, inviting governors to respond. The SENCO shares current practice and actions with the link SEN governor. Link governors are involved in pupil welfare, attendance and behaviour issues or panels and attend relevant training (safeguarding and child protection).
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?	The school arranges <ul style="list-style-type: none"> • Formal meetings with the SENCO for parents to discuss and help complete paperwork • Private consultations with the Headteacher and Caritas Social Worker, when completing Family Assessment forms/CAF's • Links with the Parent Partnership Officer (0161 742 3914) to support parents in the completion of forms • Support from the school office or Business Manager in completing 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?	Parents can contact the school SENCO, via the office, who can then seek relevant guidance or contact the appropriate agency or staff member.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	The school would work in partnership with parents and other agents to access all resources available should travel plans or alternative arrangements be necessary.

Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	New pupils to the school are invited to spend a day or half day in the class to meet the pupils and staff, prior to starting, if time allows. The class teacher will provide a suitable class buddy to support the child throughout the day.
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)	Links with the feeder high school, All Hallow's begin in Year 4. Taster/activity days at the High School are offered during the course of Year 4 and 5 and further visits are arranged during Year 6 to the relevant high school. The High School SENCO is invited to the Annual Review in Year 5 for pupils with Education, Health and Care Plans, at which Transition visits, Summer Clubs and other arrangements can be discussed. The SENCO shares all relevant reports again in Y6 with the High School SENCO and the Y6 teacher meets to discuss pupils with Y7 Transition staff.
3. What advice/support do you offer young people and their parents about preparing for adulthood	The skills required in preparation for adulthood permeate our school mission statement, Catholic ethos and curriculum. Religious education, PSHE and Science address some of the issues relevant to the age of our pupils. Outside agencies, such as the School Nursing Team provide additional sessions for specific year groups on various topics, including Puberty, Healthy Eating and Physical Health.
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>We offer</p> <ul style="list-style-type: none"> • Breakfast Clubs before school • Free Early Bird Sports Club Y5 Tuesdays 8.00a.m. • Free After School Dance Clubs KS1 and KS2 Wednesdays, Thursdays • Free Drama Club for each KS2 year group on a termly basis Mondays 3:00 - 4:00p.m. • Free Booster classes for Y6 pupils both before and after school <p>We provide a mini bus to transport our pupils to the Big Steps After School Club at 3.00p.m. every day.</p>
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>Lunchtime supervisors arrange playground activities each day and encourage pupils to participate, with the help of Playground Buddies. Alternative activities/roles are arranged for vulnerable pupils during unstructured times.</p> <p>We also offer</p> <ul style="list-style-type: none"> • Cookery Club

	<ul style="list-style-type: none"> • Computer Club • Sports activities x 2 lunchtimes per week • Nurturing Friendship and Social Skills group. <p>There are no charges for the lunchtime clubs or after school activities. As mentioned, there are two after school Sport Clubs offered to each year group on a half termly rota on Wednesdays and Thursdays.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>We ensure that during all clubs, out of class/school activities and residential trips</p> <ul style="list-style-type: none"> • Ensure any written information can be accessed by parents in preferred formats (enlarged print, translated, etc) • Risk assessments are carried out • Individual access plans are in place for those with additional needs or disabilities • Medical Plans are in place • Parents are consulted and can request they accompany their child or that reasonable adjustments are made for their child • Meetings with parent are held prior to any residential trips • Appropriate supervising staff to pupil ratio guidance is adhered to and additional supervision for vulnerable pupils • Experienced, trained teaching assistants accompany pupils, adhering to Safeguarding/Anti-Bullying Policies to ensure vulnerable pupils remain safe.
<p>4. How do you help children and young people to make friends?</p>	<p>The school mission statement, rules and underlying Catholic ethos of the school promote positive relationships and friendships with peers. Daily lessons promote collaboration, co-operation and respect for one another. Small friendship social skills groups are integrated into some individual pupils' daily routine. House captains, the School Council and playground buddies work to improve playtime activities. New children are welcomed and paired up with buddies and all staff actively encourage children to be inclusive and caring throughout the school.</p>

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.
	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 SENCO, 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.
	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.
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	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties

	Arrangements	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'.
	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.
LA	Local Authority	Each council has an LA. The LA 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 LA 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 LAs.
LSU	Learning Support Unit	A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.

	Nurture Room	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
PPO	Parent Partnership Officer	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
	Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	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.
	Special Educational	The special help given to children with special educational needs which is additional to or different from the

	Provision	provision generally made for other children of the same age.
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.
	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 an Education, Health and Care Plan (EHCP), the annual review in year 5 (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 the next phase or to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).