



<b>School/Academy Name</b>	St Paul's CE Primary School, Crompton Street, M28 3HP		
<b>Name and contact details of your school's SENCO</b>	Mrs C Marshall/Mrs N Fairhurst – 0161 790 7468 <a href="mailto:office@stpaulscrompton.org.uk">Email: office@stpaulscrompton.org.uk</a>		

<b>Name of Person/Job Title</b>	Ms R Knipe- Headteacher		
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<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Website Name</b>	www.stpaulscrompton.org.uk	<b>Date</b>	November 2021

<b>Teaching and Learning</b>	
1. What additional support can be provided in the classroom?	<ul style="list-style-type: none"> <li>• At St Paul's CE Primary School, a high number of our staff are Elkan trained.</li> <li>• Teaching assistants are used to support and enhance learning within the daily English and Maths sessions. This includes supporting small groups and pupils on a 1:1 basis.</li> <li>• Staff ensure that the teaching is differentiated and linked to the pupil's specific needs and learning styles.</li> <li>• Teachers and teaching assistants deliver interventions which enable all pupils to achieve to their full potential.</li> <li>• Targeted pupils are heard read on a daily basis by staff.</li> <li>• Within the classrooms, working walls and individual resources</li> </ul>

	<p>are available to support learning i.e Word banks – key vocabulary, visual prompts etc</p>
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- Pre-teaching of topic vocabulary – where required for pupils with Speech and Language/Learning difficulties.
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<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>At St Paul's CE Primary School we believe we have a responsibility to meet the needs of all pupils within an inclusive environment. As a school we aim to ensure that any SEND is identified, assessed, monitored and evaluated appropriately.</p> <p>We have strong links with a number of external agencies including:</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Educational Psychologist</li> <li>• CAMHS</li> <li>• Paediatrician</li> <li>• Speech and Language</li> <li>• Occupational therapy/Physiotherapy</li> <li>• Learning Support Service</li> </ul> <ul style="list-style-type: none"> <li>➤ Parents are key partners in the SEND process and are fully involved in any meetings/referrals.</li> <li>➤ School purchase specialised equipment if it advised by an external agency/required to meet a pupil's individual needs. Examples being wobble cushions, sand timers, coloured overlays, enlarged texts.</li> <li>➤ Within school we have a small sensory room area with multisensory resources including calming lights, bubbles, beanbags, etc.</li> </ul>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> <li>• Experienced SENDCo (NASENCO award)</li> <li>• Experienced class teachers/teaching assistants</li> <li>• Teaching Assistants are trained in a variety of interventions including first class at number, phonics, Lego therapy, nurture etc</li> <li>• Our higher level teaching assistant (HLTA) delivers nurture group interventions throughout school to support the children's social and emotional development.</li> <li>• We have an experienced Elkan trained teaching assistant that works on a 1:1 basis with pupils, under the guidance of the SENDCO &amp; Speech and Language therapist to deliver speech and language programmes to pupils known to the Salford Speech Therapy Service.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff have undertaken CPD training in speech and language, autism, sensory needs, SEND, attachment theory, mental health etc.</li> <li>• We have strong links with a number of external agencies should we need further specialist advice and training to support a pupil/s needs.</li> </ul>
<p>4. What ongoing support and development is in place for staff regards supporting pupils and young people with SEN?</p>	<ul style="list-style-type: none"> <li>• Staff are trained and supported in all current special needs that are identified within our school to ensure that all pupils needs are fully supported.</li> <li>• The SENDCO supports staff when needed and is able to access support from a number of external agencies.</li> </ul>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> <li>• Access arrangements – which includes readers, scribes, extra time, small classroom where appropriate, translators, enlarged print on tests etc.</li> <li>• During the Year 6 SAT's week the pupils are invited to have their breakfast at school to help them relax and eat well before taking their SAT's.</li> </ul> <p>Curriculum adjustments:</p> <ul style="list-style-type: none"> <li>• Differentiated activities, test papers and resources.</li> <li>• Training for Readers and Scribes before exams.</li> <li>• Teachers informed of all pupils' reading ages and spelling ages to ensure the correct level of test is administered.</li> <li>• All teachers delivering Quality First Teaching as part of the graduated response.</li> </ul>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>St Paul's Primary School aims is to work closely with all parents/carers. We communicate with parents/carers in a variety of ways throughout the year:</p> <ul style="list-style-type: none"> <li>• Parents Evenings twice per year</li> <li>• Annual reports in July</li> <li>• Meetings with parents informally as and when necessary</li> <li>• Annual review meetings for pupils with an EHCP</li> <li>• Target plans shared termly</li> </ul>

7. What external teaching and learning do you offer?	Where appropriate pupils are engaged in external learning within a variety of contexts which include; <ul style="list-style-type: none"> <li>• Residential Trips</li> <li>• Class Trips</li> <li>• Young Voices concert</li> <li>• Crucial Crew</li> </ul>
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<ul style="list-style-type: none"> <li>• No pupils currently access offsite provision</li> </ul>
<b>Annual Reviews</b>	
1. What arrangements are in place for review meetings for pupils with Statements or Education, Health and Care (EHC) Plans?	At St Paul's CE Primary School we follow the government and LA advice when reviewing EHCP's. This includes: <ul style="list-style-type: none"> <li>• Invites to all parties involved</li> <li>• Ensuring all documentation from all parties is copied and shared</li> <li>• Ensuring the review meeting is held at a convenient time and location for all parties.</li> <li>• Ensuring parent and pupil views are shared and listened to.</li> <li>• Consultation with appropriate staff prior to the meeting.</li> <li>• Making parents aware of parent support from SIASS</li> <li>• Annual review documents completed and shared with all parties after the meeting.</li> </ul>
2. What arrangements are in place for pupils with other SEND support needs?	The SENDCO, class teachers and the TA's work extremely closely at St Paul's CE Primary focusing on clear and effective communication to ensure all children's areas of need are identified and are targeted with full support. <ul style="list-style-type: none"> <li>• To ensure that we are meeting the needs of other pupils with SEND, we review our provision regularly.</li> <li>• We constantly monitor all children's progress and identify pupils whose progress may have stalled or who may not be making progress. Intervention programmes are introduced to enable quick catch up. We</li> </ul>

	<p>monitor and evaluate the intervention programmes to ensure they are effective. School are required to gather information on an individual pupil prior to referring to an external agency e.g Educational Psychologist, Speech and Language Therapy.</p> <ul style="list-style-type: none"> <li>• The SENDCO reviews the SEND list regularly and where a pupil has made progress we monitor them for two terms and then remove them from the list.</li> <li>• Class teachers discuss any concerns with the SENDCO and the pupil is added to an initial concern list to monitor their progress.</li> <li>• Target Plans are reviewed every term with teachers and parents/carers. One page profiles are created at the start of each school year for all pupils with SEND. They are updated throughout the year with any new information about the pupil.</li> </ul>
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<b>Keeping Pupils Safe</b>	
<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>	<ul style="list-style-type: none"> <li>• Parents can wait for pupils at the classroom exit doors. Where disabled access to a car is required this can be arranged through discussion with the Headteacher.</li> <li>• Pupils with SEN have staff entrance and exit accessibility.</li> </ul>
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> <li>• Two members of staff are always present on the playground at break times.</li> <li>• Welfare assistants are on duty at lunchtimes.</li> <li>• Where a pupil has an EHCP, support would be offered in accordance with this.</li> <li>• Extra members of staff to support specific pupils as deemed necessary.</li> </ul>
<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<ul style="list-style-type: none"> <li>• All of our risk assessments are in line with Salford LA.</li> <li>• Risk assessments are undertaken for all school trips.</li> <li>• PE lessons are always taught by a teacher or qualified coach.</li> <li>• Care plans are put in place where amendments are necessary for individual pupils.</li> <li>• Staff to pupil ratios are appropriate for the age of the pupils involved</li> </ul>

	and the activities they are completing.
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> <li>All in line with Salford LA Risk Assessment Policy</li> </ul>
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> <li>The school behaviour and anti-bullying policy can be found on the school website and a paper copy can be requested from the school office.</li> </ul>
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> <li>School has a policy on medication administration, ratified and agreed by governors.</li> </ul>
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?	<ul style="list-style-type: none"> <li>A meeting is held with the parent/carer, SENDCO, school nurse and any other professionals who are involved with the pupil.</li> <li>The care plan is then shared with all staff and monitored by the SENDCO annually or when needed.</li> <li>Parents/carers are consulted should any adjustments need to be made to the plan. Equally, parents/carers are encouraged to inform the SENDCO should they feel any information needs amending/updating.</li> </ul>
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> <li>Call 999</li> <li>Contact a qualified first aider</li> <li>Ensure the pupil is safe and comfortable</li> <li>Move other pupils away from the injured pupil to minimise anxiety and stress.</li> <li>Contact parent/carer or emergency contact if parent/carer unavailable</li> <li>In absence of parent/carer a first aider would accompany the pupil to the hospital</li> </ul>

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> <li>• All staff are trained every 18 months on Safeguarding/Pupil protection</li> <li>• Relevant staff undertake external courses provided by the LA and private companies where a training need is identified based on a child's current needs.</li> <li>• Relevant staff are trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals, etc.</li> <li>• The SENDCO works closely with outside agencies who provide support and training for specific areas such as Dyslexia, ASD, ADHD, EAL, etc.</li> <li>• Asthma, Peg feeding, Epi-pen and epilepsy training is undertaken when necessary.</li> </ul>
<p>5. Which health or therapy services can pupils access on school premises?</p>	<ul style="list-style-type: none"> <li>• Where a health professional requests to visit a pupil in school this is arranged via the SENDCO with parental consent.</li> </ul>
<p><b>Communication with Parents</b></p>	
<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>	<ul style="list-style-type: none"> <li>• Parents are encouraged to attend a meet the teacher/curriculum meeting prior to the pupil starting in a new class, where they are introduced to staff in school.</li> </ul>
	<ul style="list-style-type: none"> <li>• Parents/carers are encouraged to contact their child's class teacher in the first instance if they have any concerns. This can be via class dojo or a phone call to the office.</li> <li>• Contact details for the SENDCO are on the school website. The SENDCO can be contacted via <a href="mailto:office@stpaulscrompton.org.uk">office@stpaulscrompton.org.uk</a></li> <li>• Home visits are made to new Nursery and Reception pupils into school</li> <li>• A full staffing list is available on the school website</li> </ul>
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open-Door policy?</p>	<ul style="list-style-type: none"> <li>• An open-door policy is encouraged and a member of the school office team will always be available to take a message. An appointment will be required if a parent/carer requests to speak to a teacher, due to their teaching commitment.</li> <li>• All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</li> <li>• If a parent requires a meeting with the SENDCO this will need to be requested via the office.</li> </ul>

<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>There are a number of ways that parents/carers are kept up to date regarding their child's progress. These include:</p> <ul style="list-style-type: none"> <li>• Parents evenings</li> <li>• School reports</li> <li>• Parents can make an appointment to tour the school</li> <li>• Informal meetings and discussions between parents and teachers/SENDCO/Head teacher (as and when necessary)</li> <li>• Class dojo</li> <li>• Parents are invited to class open mornings throughout the school year – focusing on different areas of the curriculum</li> <li>• EYFS stay and play sessions</li> <li>• EYFS – Online assessment tracker – observations sent home</li> <li>• Whole school celebration assemblies</li> </ul>
<p>5. How can parents give feedback to the school?</p>	<ul style="list-style-type: none"> <li>• Via email to school office</li> <li>• Via parental questionnaires</li> <li>• Parental meetings</li> <li>• Telephone calls</li> <li>• Arrange to see staff or the Head teacher at a mutually convenient time.</li> <li>• Parent View</li> </ul>
<p><b>Working Together</b></p>	
<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> <li>• School has home/school contracts which our parents/carers are asked to sign as part of the admissions process.</li> </ul>
<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<ul style="list-style-type: none"> <li>• Student Council from Year 2- 6 – two pupils represent each class</li> <li>• Pupil interviews to gather pupil voice about specific topics</li> <li>• Pupils are encouraged to speak to a member of a staff if they have any ideas/concerns</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff listen to them on an informal basis.</li> <li>• Pupil questionnaires</li> </ul>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> <li>• Parents Evening Meetings with class teachers</li> <li>• SEND review meetings with SENDCO</li> <li>• Open door policy</li> <li>• Arranging a meeting with teachers/SEND/OC/Head teacher</li> <li>• Questionnaires from school</li> <li>• Parent View – via the Ofsted website</li> </ul>
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> <li>• Invitation via the newsletter</li> <li>• Invitation via the website</li> <li>• Letters sent to all parents when a parent governor vacancy becomes available.</li> <li>• Governors talk about the role of the governor at curriculum meetings.</li> <li>• Volunteers support with extra-curricular visits and within school supporting pupils with their reading.</li> <li>• Parent Open Mornings</li> </ul>
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)	<ul style="list-style-type: none"> <li>• School has a named governor linked to SEND.</li> <li>• The link governor meets with the SENDCO regularly throughout the school year to discuss SEND provision within school.</li> </ul>
<b>What Help and Support is available for the Family?</b>	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<ul style="list-style-type: none"> <li>• SENDCO would arrange to meet with parents/carers and help them complete all the necessary paper work.</li> <li>• HLTA is able to support families with CAF paperwork.</li> <li>• School Business Manager helps with admission forms and online assistance.</li> </ul>
2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?	<ul style="list-style-type: none"> <li>• SENDCO supports any parent regarding advice and concerns around SEND and is able to make referrals if deemed necessary to a number of external agencies including the school nurse, speech and language, educational psychologist etc.</li> <li>• HLTA offers support to vulnerable pupils and supports families where appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>If a parent requires support/advice from the SENDCO they should speak to the office or email <a href="mailto:office@stpaulscrompton.org.uk">office@stpaulscrompton.org.uk</a> to arrange a meeting.</li> </ul>
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<ul style="list-style-type: none"> <li>If a parent has any concerns regarding travel to school/attendance they should speak to the office.</li> </ul>

**Transition from Primary School and School Leavers**

1. What support does the school offer for year 6 pupils transfers to High School? (e.g. visits to the school, buddying)	<p>St Paul's has close links with Walkden High School where the majority of pupils transition to when moving to High School. Where a pupil is transferring to a different high school the SENDCo makes contact with the High School SENDCO/transition co-ordinator at the relevant school.</p> <ul style="list-style-type: none"> <li>Year 7 co-ordinator visits school to speak to pupils in Year 6.</li> <li>Year 6 pupils visit their secondary school for transition days in the final term of Year 6.</li> <li>School transfers all data to the secondary school about the pupil with all records. Year 6 teacher discusses individual pupils with the transition coordinator of the High School.</li> <li>SENDCo completes a transition form for all SEND pupils transferring to high school.</li> <li>If a pupil has an EHCP, the pupil's high school placement is discussed at their Year 5 annual review. During the year 5 annual review meeting parents/carers are able to make a request for their preferred high school placement which is recorded in the paperwork that is sent to the Local Authority for consideration.</li> <li>Where a pupil has received support from the Primary Inclusion Team (PIT) during Year 5, the PIT team will offer further support during the Year 6 school year focusing on a smooth transition to high school.</li> </ul>
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**Extra Curricular Activities**

<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<ul style="list-style-type: none"> <li>• Evergreen Out of School Club offer a breakfast and after school care provision within the school hall. It is owned by a private provider who also owns a private day nursery. It opens each weekday from 7.30am to 8.45am and 3pm to 6pm, term time only.</li> <li>• Extracurricular activities are offered on a rota system. Booking is through parent pay each half term.</li> <li>• There is no school holiday club provision.</li> </ul>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> <li>• Throughout the year there are numerous after school activities that pupils are warmly invited to and we actively encourage all pupils to participate in these.</li> <li>• Letters are sent home each half term outlining the clubs that are available and the year groups they are aimed at.</li> <li>• Places are booked via Parent Pay.</li> </ul>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> <li>• Specific risk assessments are carried out for clubs/residential activities.</li> <li>• On trips out, pupils are accompanied by qualified teaching and support staff following the correct pupil:adult ratio guidance Where a pupil has an EHCP a teaching assistant would accompany the pupil on the trip on a 1:1 basis.</li> <li>• For pupils requiring support with intimate care e.g. toileting, self care – showering/dressing an intimate care plan would be discussed and agreed with the parent/carer prior to the residential trip/weekly swimming session.</li> <li>• School would work with parents and outside agencies to ensure access to specialist equipment was available e.g wheelchair ramps</li> </ul>
<p>4. How do you help pupils and young people to make friends?</p>	<ul style="list-style-type: none"> <li>• Friendship is one of the school's Christian values.</li> <li>• Weekly PSHE sessions are delivered from Nursery to Year 6.</li> <li>• Organised games and equipment are available on the playground.</li> <li>• Staff encourage all pupils to play co-operatively during playtimes/school day.</li> </ul>

**Glossary of terms**

	<b>Annual Review</b>	All 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/ADD</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. Pupils 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>	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.
	<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 pupils 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 pupils who have special educational needs.
	<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>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) have been issued instead of statements of SEN. An EHCP 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 pupil 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 pupils with SEN. They may perform assessments of pupils 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>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 pupils 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 pupil 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 pupil to have an IEP but it is good practice for parents and the pupil 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 pupil has learning difficulties if he or she finds it much harder to learn than most pupils of the same age.
<b>LEA</b>	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all pupils 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 pupils with special educational needs as LEAs.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Pupils 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 pupils have the chance to succeed.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for pupils 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>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 pupil 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 pupils 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 pupil 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. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties which require support.
	<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 pupils with special educational needs which is additional to or different from the provision generally made for other pupils of the same age.
	<b>Special Educational Provision</b>	The special help given to pupils with special educational needs which is additional to or different from the provision generally made for other pupils of the same age.
<b>SEN</b>	<b>Special Educational Needs</b>	Pupils with special educational needs have significantly greater difficulty in learning than most pupils of the same age or have a disability. These pupils may need extra or different help from that given to other pupils of the same age. Approximately one fifth of all pupils 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>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 pupil with special needs.
	<b>Transition</b>	Transition is when a pupil 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 pupil has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
<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.