



Local Offer 2024 -2025

School Name	St Paul's Peel C.E. Primary School
Name and contact details of your school's SENDCO	Miss Herrera 0161 790 2327

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

Name of Person/Job Title	Miss Barker Headteacher		
Contact telephone number	0161 790 2327	Email	joanne.barker@salford.gov.uk

Local Offer:

Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 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) 3. Staff specialisms/expertise around SEND 4. What ongoing support and development is in place for staff regards supporting children and young people with SEN? 5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams? 6. How do you share educational progress and outcomes with parents? 7. What external teaching and learning do you offer? 8. What arrangements are in place to ensure that support is maintained in "off site provision"? 9. What work experience opportunities do you offer? 	
Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 	Teaching assistants Word walls Adaptive teaching Extra teacher support in small classes Personalised teaching to pupils' specific needs
<ol style="list-style-type: none"> 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) 	Educational Psychologist Service Level Agreement Fortnightly Speech and Language visits Primary Inclusion Team Learning Support Service Chrome Books iPads Coloured overlays for pupils with dyslexic tendencies
<ol style="list-style-type: none"> 3. Staff specialisms/expertise around SEN or disability 	SENDCO trained TAs trained in Phonics TAs with behaviour specialism SEND Leader Staff Input

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?</p>	<p>CPD training offered regularly on: ADHD training Dyslexia training Behaviour modification programmes Supporting EAL pupils in/out of the classroom</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Access arrangements – which includes readers, scribes, extra time, small classroom for anxious students/behaviour students Coloured overlays for pupils with dyslexic tendencies Differentiated worksheets and resources. LSS support Teachers informed of all pupils' reading ages Teachers informed of all pupils having special needs Training for readers and scribes before exams. Ramps fitted to both modular classrooms Ramp at the external door near Class 1/2 Disabled Clos-o-Mat toilet</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Parents Evenings School reports – once yearly Meetings with parents Review of EHCPs Review of IEPs</p>
<p>7. What external teaching and learning do you offer?</p>	<p>Music Booster Groups 1:1 Tuition SEMH Sports Gardening</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>No pupils access offsite provision</p>
<p>9. What work experience opportunities do you offer?</p>	<p>High School Students, Work Experience Students, Teaching Assistant Students.</p>

Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEND support needs? 	
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 	<ul style="list-style-type: none"> Invites to all parties involved Review meeting held at a convenient location or virtually Review meeting held at a convenient time for parents who work/have commitments during the day Transport provided if needed Translator provided if needed Consultation with staff prior to the meeting Making parents aware of parent partnership support
<ol style="list-style-type: none"> 2. What arrangements are in place for children with other SEND support needs 	<ul style="list-style-type: none"> Time in the school's Learning Mentor Room SENDCO support At least 1 Teaching Assistant assigned to every class Speech Therapist half termly blocks of support – EYFS/Key Stage 1 Phonics tutoring Catch up Literacy for pupils with a reading age of 9:6 or below 'Big Maths' in Key Stage 2 Educational Psychologist for assessments and strategies
Keeping Children Safe	
<ol style="list-style-type: none"> 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? 2. What support is offered during breaks and lunchtimes? 3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips) 4. What are the school arrangements for undertaking risk assessments? 5. Where can parents find details of policies on bullying? 	
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>Each class has a dedicated entrance into and exit from the school building. Pupils are greeted by their class teacher/TA and the Learning Mentor and Children/Families Officer are available at entrances and exits. Forms for every pupil stating who is bringing/collecting pupils</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>Learning Mentor room; this is open for children to ask for help/nuturing at break and at lunch. School has two Mental Health First Aiders Pupils who are upset, lonely or worried can access staff during the above times; there is also a 'Buddy Bench' and 'Friendship Stop' in the playgrounds. Playground Leaders Use of the sensory room, accompanied by an adult Visiting Martha, the school dog</p>
<p>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>Risk assessments are undertaken for all school trips. PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.</p>
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<p>All in line with Salford LA</p>
<p>5. Where can parents find details of policies on bullying?</p>	<p>Policies can be found on the school Website, however if they ring school and request one school will send out a hard copy or email them a copy.</p>
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication? 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? 3. What would the school do in the case of a medical emergency? 4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? 5. Which health or therapy services can children access on school premises?</p>	
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication?</p>	<p>School has a policy on medication administration, ratified and agreed by Governors.</p>

<p>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<p>A meeting is held with the parent/carer, SENDCO, school nurse and any other professional who is involved with the pupil. The care plan is then shared with all staff in briefing and monitored by the SENDCO every half term or sooner if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENDCO if they feel the plan needs to be amended.</p> <p>Visits to the Nursery for new parents and new reception parents prior to starting school</p>
<p>3. What would the school do in the case of a medical emergency</p>	<p>Contact a qualified first aider or paediatric first aider Contact parent/carer, collect them or pay for a taxi if required Call 999 In absence of parent/carer a first aider would accompany the pupil to the hospital.</p>
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained by the LA on Safeguarding/Child Protection (every 2 years) Relevant staff undertake external courses provided by the LA and private companies Asthma training is given in school to all staff and some pupils in school Relevant staff all trained on CAF completion and other relevant documents, i.e. RIATs, Attendance Officer referrals, etc. Training by outside professionals for ASD, ADHD, EAL, etc. All staff First Aid Training 4 staff have Paediatric First Aid Training 3 staff are First Aid at Work Trained</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>Physiotherapist Speech and Language Therapist Hearing Tests (Year 1) Life Education Caravan Week Nasal Flu Vaccinations</p>
<p>Communication with Parents</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? 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</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>5. How can parents give feedback to the school?</p>	
<p>Communication with Parents</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>	<p>At the start of the academic year, all classes have a welcome meeting where parents met the staff involved with their child.</p> <p>Home/School Diaries</p> <p>There are photograph boards in the entrance hall, showing all staff</p> <p>Information is also distributed at parents' evenings, if parents don't attend a letter is sent to them.</p> <p>School visits are made by new Nursery and Reception pupils.</p> <p>Information is also available on the school website</p> <p>SENDCO gives her contact number to all parents who express a need to speak to her regularly and parents are told that they are welcome to ring regarding any concerns they may have.</p> <p>Parent partnership</p>
<p>2. Do parents/carers have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
<p>3. How do you keep parents updated with their child's progress?</p>	<p>Intervention evenings</p> <p>Parents evenings</p> <p>School reports</p> <p>Reward cards</p> <p>Telephone calls</p> <p>S.A.T Meetings</p> <p>Class Dojo messages</p>
<p>4. Do you offer Open Days?</p>	<p>Open Days take place in July for new Nursery and Reception pupils.</p> <p>The school holds 'subject days' where parents are invited to see the work that is taking place regarding that subject</p> <p>Parents can make an appointment to tour the school</p>
<p>5. How can parents give feedback to the school</p>	<p>Via Class Dojo</p> <p>Via email</p> <p>Via the 'Schoolcoms Texting Service'</p>

	<p>Via questionnaires Parental meetings Telephone calls Arrange to see staff at a mutually convenient time. Parent View</p>
Working Together	
<ol style="list-style-type: none"> 1. Do you have home/school contracts? 2. What opportunities do you offer for pupils to have their say? e.g. school council 3. What opportunities are there for parents to have their say about their son/daughter's education? 4. What opportunities are there for parents to get involved in the school or become school governors? 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) 	
Working Together	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>School Council - one per half term Questionnaires Listen to them on an informal basis when they come to the Learning Mentor Room Wishes and Feelings</p>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parents Evenings SEND conference Review meetings Open door policy Arranging a meeting with teachers</p>
4. What opportunities are there for parents to get involved in the school or become school governors?	<p>Parent Governor Election held when a vacancy arises Invitation via the newsletter Invitation via the website. Church Services Charity Events</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>Governor link to SEND Governor link to Mental Health and Wellbeing</p>
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?
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?

What Help and Support is available for the Family?

- | | |
|--|--|
| 1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? | Yes, SENDCO or Children/Family Officer would arrange to meet with them and help them complete all the necessary paper work. Parents are offered this service at a parental meeting or by phone. Close links with Parent Partnership who also support our parents with completion of forms. |
| 2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this? | Learning Mentor and Children/Families Officer
School website is updated regularly with up to date advice/guidance |
| 3. How does the school help parents with travel plans to get their son/daughter to and from school? | Staff will pick pupils up from home and make arrangements for their return home after school or arrange transport, if appropriate |

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)
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?

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) | Year 7 co-ordinator visits primary schools (or virtually) to speak to pupils in Year 6
Transition work completed in school
Transition days (not able to be completed July 2020 or July 2021 due to coronavirus restrictions) |
| 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) | N/A |

<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<p>Constant reminders about the importance of good attendance and punctuality, good English and Maths skills, good behaviour and attitude for the world of work and to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils. Children/Family Officer assists with the filling in of forms</p>
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends?</p>	
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<p>Before school – breakfast club Extracurricular activities – Sports Clubs, Choir, Gardening, Homework, Board Games, Art Club,</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 numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. All activities are free. Lunch time activities take place. All clubs are mentioned in newsletters and on the website.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. 1:1 support or small group support for pupils. When invites go out for trips the quieter, more vulnerable pupils will be approached personally and persuaded to give it a go. Experienced, trained TAs accompany trips.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>Interventions through the nurture work carried out by the Learning Mentors and Children/Family Officer Buddy Benches/Friendship Posts Place2Be – Place2Talk Sessions</p>

Possible Glossary for Local Offer

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the 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.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASD	Autistic Spectrum Disorder	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': <ul style="list-style-type: none"> • Socialisation - poor social skills;

		<ul style="list-style-type: none"> • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change. <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
C up L	Catch up Literacy	Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Connexions	Connexions provide a targeted service to anyone aged between 13 and 25 who have a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and 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).
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) are issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing

		impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Education Plan	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
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.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

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

	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENDCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEND	Special Educational Needs and Disability	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	Transition Plan	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.