

Local Offer

School Name	St Patrick's RC High School
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Name of Person/Job Title	Mr Luan Barrie		
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Promoting Good Practice and Successes

Please give the URL for the direct link to your school's Local Offer	https://www.stpatricksrhigh.co.uk/st-patricks/policies-and-documents/		
Name	Local Offer 2021	Date	(Updated September 2021)

Teaching and Learning	
1. What additional support can be provided in the classroom?	Teaching assistant Small class sizes for lower sets Word walls Differentiated worksheets and resources. Personalised teaching to pupils' specific needs
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)	Advice from the Educational Psychologists-Rachel Lyons & Eleanor Law Laptops Alternative ways of recording Coloured overlays for students with dyslexic tendencies Coloured paper dyslexia friendly exercise books Whole school dyslexia friendly approach to lesson resources ELKLAN Trained TAs (for Speech and Language support)

3. Staff specialisms/expertise around SEN or disability	Experienced SENDCO Experienced Assistant SENDCO who is phonics trained and qualified to train other staff TA's trained in Phonics and Catch up Literacy-Led by Literacy Co-ordinator In-school I-Reach CAMHS worker (1 day a week)
	LA staff support from trained Visually Impaired and Hearing Impaired personnel.
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	CPD training offered regularly on: Marking for Literacy Supporting struggling readers Speech and Language and communication SEND and Area of Need training for all new staff ADHD training Dyslexia training Behaviour management programmes Supporting EAL pupils in/out of the classroom Teachers informed of all pupils' reading ages Teachers informed of all pupils with Special Education Needs Individual Learning Plans for all SEN register pupils.
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	Access arrangements – including Readers, Scribes, extra time, rest breaks small / separate room for anxious students/students presenting with challenging behaviour, Coloured overlays for pupils with dyslexic tendencies Differentiated worksheets and resources. Training for Readers and Scribes before exams.
6. How do you share educational progress and outcomes with parents?	Parents Evenings Progress checks – sent home Twice yearly School reports – once yearly Meetings with parents Review of Educational Health and care plans Review of Personal Learning profiles

7. What external teaching and learning do you offer?	Behaviour support provided by IYSS Alternative provision for pupils who are unable to attend school, pupils with medical conditions and pupils who are at risk of exclusion.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	Fairbridge Salford Foundation Youth Service Salford Alternative Provision liaison Attendance and engagement monitoring
Annual Reviews	

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	Invites to all parties involved Review meeting held at a convenient location 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 SIASS Provision for remote/online reviews where necessary
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<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>Time in the school's Nurture Class (Y7) Individual and Group reading intervention Teaching assistant support in some classes with pupils with SENDco support Small class sizes Literacy Catch-Up for pupils with a below chronological reading age Authority Hearing Impaired teacher and TA Authority Visual Impaired teacher and TA Educational Psychologist consultations, assessments and strategies Individual Learning Plans 1:1 intervention sessions with 'Why Try?' Cognitive Behaviour Therapy Speech and Language interventions ASD specific interventions Lego Therapy Pyramid club Anxiety Gremlins Five Fingers of Support</p>
<p>Keeping Children Safe</p>	
<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>Parking facilities available, 3 bays for disabled access Pupils with injuries affecting mobility to benefit from a risk assessment. Staff entrance where parents can wait for pupils Stay within the school building at breaks and lunchtimes. Pupil sign out protocol built into attendance policy.</p>

	<p>A buddy system to escort injured/disabled pupils to lessons five minutes early</p> <p>Pupils with SEND have staff entrance and exit accessibility</p> <p>Teaching assistant handover to Escorts/taxis</p> <p>Bus driver made aware of vulnerable pupils in order to ensure their safety.</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>1:1 support during unstructured time allocated to specific pupils where necessary</p> <p>Breakfast club</p> <p>Duke of Edinburgh Award</p> <p>Sport and subject related lunch clubs</p> <p>Quiet club for each year group available at lunchtimes</p> <p>Mental Health and wellbeing club each week</p> <p>Pupils who are upset, frustrated or worried can access staff during the above times in Pupil Services.</p> <p>All activities are supervised by a member of staff.</p>
<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>At all lesson changeovers pastoral staff and school leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all changeovers.</p> <p>Risk assessments are undertaken for all school trips and individual risk assessments are carried out for pupils in conjunction with the parent, school nurse or any outside agency, i.e. YOTs, Youth Service, etc.</p> <p>PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. Teaching Assistant support is available where necessary.</p> <p>Any pupil who is unable to participate in PE lessons for medical reasons can access Pupil Services or bespoke intervention. This is decided on an individual basis, in conjunction with the parents'/carer's or medical advice</p> <p>A first aid trained teaching assistant is available when necessary to supervise changing rooms.</p> <p>A first aid trained teaching assistant is available when necessary to support pupils with physical/medication needs.</p> <p>All risk assessments are in line with the Local Authority guidelines.</p>

	Meet & greet support available at the start of each day where appropriate.
4. What are the school arrangements for undertaking risk assessments?	All in line with Salford LA
5. Where can parents find details of policies on bullying?	All policies can be obtained from the Heads Personal Assistant on request. There is a link to the policy on the school website.

Health (including Emotional Health and Wellbeing)

1. What is the school's policy on administering medication?	<p>School has a policy on medication administration, ratified and agreed, in line with government guidelines. Medication prescribed by a GP and pharmacy labelled can be administered in school on a short term basis.</p> <p>Long term medication are part of a care plan and involve, parents, school nurse and designated first aider.</p> <p>Pupils may carry inhalers but cannot carry medication around school. Epi pens are in a marked unlocked cabinet in a supervised area during the school day, and secured during school closure times.</p> <p>First Aiders administer medication and record. This is then checked and countersigned by a second first aider.</p> <p>Records are kept detailing all visits to Pupil Services for minor ailments. Potential health/welfare issues are monitored by regular record audits.</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>A meeting is held with the parent/carer and the designated school lead (Linda Slater) with consideration of input from the school nurse team and any other professional who is involved with the pupil. The Care plan is then shared with all staff in briefing and monitored 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 Designated school lead if they feel the plan needs to be amended, or health professionals if the management of the condition changes.</p>

<p>3. What would the school do in the case of a medical emergency</p>	<p>Call 999 Contact a qualified first aider Contact parent/carer, collect them or pay for a taxi if required In absence of parent/carer a first aider would accompany the pupil to the hospital and wait with the pupil until a parent or carer arrives.</p>
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff have extensive training on Safeguarding/Child protection Relevant staff undertake external courses provided by the LA and private companies Asthma training is undertaken by all first aiders. All first Aiders are re-trained every three years by the British Red Cross Relevant staff trained on how to use an epi plan.</p>
	<p>Relevant staff all trained on Early Help Assessment completion and other relevant documents, i.e. Childrens Services, EWO referrals, etc. Training by outside professionals for ASD, ADHD,etc. SENDCO facilitates regular CPD on SEND specific training. Individual Learning Plans for pupils that include specific strategies to be used to meet needs.</p>

<p>5. Which health or therapy services can children access on school premises?</p>	<p>School Nurse drop in session School Nurse can be seen with an appointment with prior arrangement. Specialist professionals can be accessed in school, on an appointment basis. All services below can be accessed with prior referral:</p> <ul style="list-style-type: none"> • Young Carers • CAMHS • Caritas • Early Intervention and Prevention • EMTAS • Gaddums • SMART • Salford Foundation • Early Break • This list is not exhaustive
<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>Information in diaries informing the Parents who is their son/daughter’s Head of Year, SENDCO and Child Protection Officer where appropriate. Information is also distributed at parents’ evenings, if parents’ don’t attend a letter is sent to them or form tutors ring home, to arrange further appointments. Home visits are made if requested by parent Information is also available on the school website SENDCO gives his contact details to all parents who express a need to speak to him regularly and parents are told that they are welcome to ring or e-mail regarding any concerns they may have.</p>
<p>2. Do parents 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 responded to as swiftly as possible; usually on the day of initial contact.</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>Intervention evenings Information Evenings Parents evenings Home visits if requested School reports Progress checks sent home 3 times a year. Reward cards Telephone calls Open Morning prospective new pupils held in September/October Parents can make an appointment to tour the school</p>
<p>5. How can parents give feedback to the school</p>	<p>Parent Forum Via comments within homework diaries Review process-Parental comments. Parent conferences Via questionnaires Parental meetings Telephone calls, after parental meetings (SEN) Arrange to see staff at a mutually convenient time Parent contributions on learning plans.</p>
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p>	<p>Yes</p>
<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<p>Form Time Student Council- one per term Student conferences – one per term Departmental questionnaires Listen to them on an informal basis when they come to the SEND department. Pupil voice on learning walks. Pupil voice on learning plans. Pupil contributions to interventions. Identified key contacts that pupils can meet with regularly</p>

3. What opportunities are there for parents to have their say about their son/daughter's education?	Parent Forum Parents Evenings SEN conference Review meetings Open door policy
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4. What opportunities are there for parents to get involved in the school or become school governors?	Arranging a meeting with teachers. Invitation to be a governor given at new pupils' parents evenings. Invitation Via the newsletter Invitation Via the website.
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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)	Governor link to SEN Governor link to Pupil Welfare Governors attend behaviour panels Governor linked to SEN comes into school each term.
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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?

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<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<p>Yes, SENDCO or Deputy SENDCO 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. Home visits are undertaken if parent/carer cannot get into school. Close links with Parent Partnership (SIAS) who also support our parents with completion of forms. Lead Professionals will also support parents to complete Early Help Assessments etc.</p>
<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<p>A Connexions adviser will meet with pupil and parent in school , make a home visit or in a neutral place. SENDCO or Heads of Year would provide the information and arrange for them to meet school's Connexions adviser. College Visits</p>

	<p>Interview Days</p> <p>Open evenings are provided and from year 9 Connexions are invited to attend EHCP reviews.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>Parents are offered travel training for their sons/daughters and The transport department are kept aware of any issues with Travel Plans.</p> <p>Meet & greet service for vulnerable pupils</p> <p>Breakfast club for pupils who need to be dropped off early.</p> <p>After school clubs available each day.</p>
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>Head of Year 7 visits primary schools to speak to pupils in Year 6</p> <p>Year 6 pupils visit in the final term of Year 6.</p> <p>Year 5 & 6 pupils invited to attend open morning in Autumn term</p> <p>Extra transition visits for Year 6 SEND and vulnerable pupils.</p> <p>Pupils who need buddying are put in the same form to support each other.</p> <p>Head of Year/SEN staff are available around school if there are any initial difficulties.</p> <p>Nurture group for identified pupils to support transition into Year 7 (small group size).</p> <p>Form tutors, Head of Year, SEND team and Pastoral staff can be telephoned by parents with any concerns.</p> <p>Transition activities take place throughout the year including literacy and numeracy staff visits to primaries and SEND team observations.</p>
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<p>Taster days at local colleges in Year 11</p> <p>Key stage 4 careers evening in the Autumn term.</p> <p>Connexions support during Years 9, 10 and 11 for EHCP pupils and in Year 10 and 11 for all other pupils on the SEN register.</p> <p>College staff conduct interviews for places at St Patrick's for those pupils who are vulnerable or lacking in confidence.</p> <p>College transition links are invited to Year 11 EHCP reviews.</p> <p>Apprenticeships arranged in Year 11.</p>

<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 literacy and numeracy, good behaviour and attitude for the world of work and how to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils. Life skills intervention for pupils with EHCPs and any pupils where it is identified as necessary. Travel training opportunities for key stage 4 pupils. Preparing for adulthood discussions are part of all EHCP reviews from Year 9.</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 in an ICT Suite After school - Pyramid Club for the more vulnerable students to encourage friendships and good relationships with staff After school – Homework club Additional Homework support available in the LRC after school Duke of Edinburgh Core subject after school intervention sessions All the above activities are supervised by a member of staff.</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. There is also a Pyramid Club for vulnerable students once a week. All activities are free. There are lunch time activities such as Art Club and also Sports club Various subject and sport based after school clubs e.g. couch to 5k, drama club, creative writing, Football, Rugby and Netball. All clubs are mentioned in newsletters, form announcements and on the website. These are provided free of charge.</p>

	Informal restorative justice meetings to resolve conflict and make friends.
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>Clubs are offered to whole school via form teacher notifications and reminders.</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 where beneficial.</p> <p>All pupils are actively encouraged to participate in at least 1 co-curricular activity</p> <p>When invites go out for trips SEND and vulnerable pupils will be approached personally and persuaded to give it a go. Experienced, trained TAs accompany most trips out.</p>
4. How do you help children and young people to make friends?	<p>Introduction of the Pyramid club for Year 7.</p> <p>Specialised, small form groups.</p> <p>Year 11 peer mentoring groups.</p> <p>Wide offer of co-curricular activities promoted to all pupils.</p>

Glossary for Local Offer

	Annual Review	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 Education, Health and Care Plan.
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ADHD/A DD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>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.</p> <p>Children with ADD/ADHD may be:</p> <ul style="list-style-type: none"> • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	<p>This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to an EHCP being allocated.</p>

	Asperger Syndrome	<p>An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.</p>
ASD	Autistic Spectrum Disorder	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <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 has a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.
	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) will be issued instead of statements of SEN.. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.

HI	Hearing Impairment	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	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.
	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.
	Pyramid Club	Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 pupils who need support to grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent.

	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 and Disability Co-Ordinator	A Special Educational Needs and Disability Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met. Also known as SENCO.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It was a legal document that was produced at the end of a process known as 'statutory assessment'. From September 1 st 2014, no new statements will be written. Instead Education, Health and Care Plans (EHCP) will be issued with the same legal protection as a Statement.
	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.
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.