



SEND LOCAL OFFER: ST PHILIPS R.C. PRIMARY SCHOOL

School Name	St Philips R.C. Primary School
Name and contact details of your school's SENCO	Miss Ruth McNamara School Telephone Number: 0161 792 4595

Philosophy
<p>St. Philip's is a Catholic school and has the life and teaching of Jesus Christ as its foundation. Our mission is to provide a Catholic education with a curriculum that is broad and balanced with R.E. at its core. We aim to achieve the highest possible standards and to provide for the special needs of all our children.</p> <p>At St Philip's School, we recognise that each child is unique and each pupil has the right to be regarded as having equal value and worth. We strive to ensure each child fulfils his/her potential.</p> <p>St Philip's welcomes all children, including children who have special educational needs. The physical layout of the building has been adapted to provide access for children who use a wheelchair or have severe walking difficulties and a disabled toilet has been built.</p>



St Philip's Parish boundaries cross three Local Councils: Salford, Manchester and Bury. Pupils with SEND may therefore need to access some services provided by the Local Authority in which they reside. Information regarding the services provided by each Local Authority can be found by clicking the relevant links.

<http://www.salford.gov.uk>

<http://www.bury.gov.uk/>

<http://www.manchester.gov.uk>

Please refer to the Policy for Special Educational Needs and the School's Admission Policy Statement and Prospectus for further information. These are available for our website: www.stphilipsrcprimary.com

Teaching and Learning

1. What additional support can be provided in the classroom?

- Teachers plan very carefully and differentiate work according to the ability of pupils. Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress. Learning tasks may be modified in some circumstances or additional learning resources made available for pupils to use.
- A Learning Support Assistant (LSA) is a member of staff who works under the direction of a class teacher and the Phase Leader. In our school LSA's are responsible for supporting the learning of small groups of pupils in class; they also work on a 1:1 basis delivering interventions. This work may also be supported by other healthcare professionals such as Speech and Language Therapists. We have a team of 10 full time LSA's who work across the school, two of which are Higher Level Teaching Assistants. These staff have to be shared amongst 13 classes, including a 30 place nursery. Therefore teaching assistant support is limited in some classes and year groups.



	<ul style="list-style-type: none"> • For pupils who have been identified as having Special Educational Needs or Disability (SEND's) the class teacher will draw up an Individual Education Plan (I.E.P.). The Plan should indicate: the nature of the child's difficulties, any health concerns, and target to be achieved within a given time, strategies/processes to be used in order to meet the target, success criteria and any help required from the child's parent. Plans are shared with parents and pupils. They are reviewed on a termly basis. • If additional funding is allocated from SEN to a child through a Statement or an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person or a specific resource. • If we think your child needs additional support from a LSA on a regular basis, we will tell you. If your child had LSA support in another school or setting, please let us know.
<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>	<ul style="list-style-type: none"> • Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support. Children are set tasks and provided with support materials that meet their needs and encourage independence. • Some children may be offered 1:1 sessions at set times during the school day to support progress. • We have a service level agreement with the Educational Psychology Service and our assigned Educational Psychologist is Rachel Hornsby. • We access external agencies to support Special Educational Needs including Learning Support Service (LSS), Occupational Therapy (OT), Physiotherapy and Speech & Language Therapy (SALT). • We have play leaders and LSA's to support pupils at lunchtime and to help develop key skills. • Pupils have access to laptops and I Pads to support Special Educational Needs or Disability as appropriate.
<p>3. Staff specialism's/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • A SENco who is ELKLAN trained and who is currently working towards The National Award for SENco Co-ordination. • An experienced Deputy SENco. • The majority of teaching staff, LSAs and welfare staff have received training on Autistic Spectrum



	<p>Disorder (ASD) provided by the Learning Support Service.</p> <ul style="list-style-type: none">• The majority of teaching staff and LSAs have received training on Precision Teaching led by the Educational Psychology Service.• The majority of teaching staff and LSAs have received some training on supporting pupils with Dyslexia using the Inclusion Development Programme and supporting materials.• Staff throughout school have a good understanding of special educational needs and are supported by the Educational Psychology Service and SEN team.
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<ul style="list-style-type: none">• The SENco is currently training in order to achieve The National Award for SENco Co-ordination and regularly attends SEN meetings and training provided by Salford City Council.• Salford's Learning Support Service and the Educational Psychology Service provide training in many areas and are involved in providing CPD to staff at St Philips.• Other specialist advice is accessed as necessary and links created with other schools with relevant experience.• Some P.A.D. training time is allotted to SEN matters. Training/ SEND updates and information is shared/disseminated during staff meeting time.• Staff are encouraged to undertake further CPD, which support the needs of all our children, in particular children with SEND. All Inclusion developments Programmes are available to staff along with a wide range of other teaching and learning support guides and resources.• We review training needs regularly.
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<ul style="list-style-type: none">• Decisions and plans for SAT's are made on an individual basis.• Access arrangements are provided where necessary. This includes readers, scribes, extra time.• Pupils will be familiar and comfortable with adults before exams commence. All teachers/LSA's are aware of children's needs and support them accordingly.• Support staff for children with additional needs are chosen carefully and ensure that children have the best opportunity to succeed.



<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Individual written reports are shared annually with the option of follow up discussions if needed. • Parents evening takes place twice annually. Additional meetings and informal discussions are arranged as needed. • IEP review meetings occur three times yearly for pupils with SEND. • Annual reviews for children with Education Health Care Plans (Previously known as Statements) are planned into the school year. • Meetings with outside agencies take place as and when necessary. Parents are invited to meetings with external agencies, as required, and their views are shared as part of a review of progress. • Open door policy - all staff are available on the playground at home time for informal discussions.
<p>Annual Reviews</p>	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> • Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to write a short report about their child. Parental views are important to us and their report is of particular value. Help for parents/carers can be provided by Parent Partnership. Pupils also contribute a report and are supported by staff in doing this. • The class teacher, and support staff if relevant, along with a member of the SEN team attends the review meeting with the parents/carers and any outside professionals. • A report is written to reflect the views and decisions of all present and any relevant supporting documentation is sent to the relevant SEN team. • The SEN team write to parents and the school SENco informing them of a decision to maintain/amend the Education, Health and Care Plan.
<p>2. What arrangements are in place for children with other SEN support needs</p>	<ul style="list-style-type: none"> • LSA's are placed to meet the needs of the cohort and to support learning. • Play Plans and IEP's reviewed and updated three times yearly. • Intervention groups and individual support is carefully timetabled and monitored for those who require it.



- Phonics sessions are delivered daily in FS and KS1. Groups may be streamed in year 1 and additional adult support placed in classrooms to support sessions in years 2 and 3.
- Spelling intervention delivered in small groups to targeted children in Key Stage 2.
- 1:1 maths intervention delivered to targeted children using Plus one and the Power of Two intervention tools.
- Additional reading support is delivered to targeted individuals throughout the school.
- Outside agencies such as the Learning Support Service or the school Educational psychologist may provide additional specialist support if required.
- Referrals to Speech and Language Therapy, Pediatricians or other relevant agencies may be sought.
- Specialist equipment or tools to support an individual pupil may be purchased as advised by the appropriate medical/ professional agency.

Keeping Children Safe

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?

- All children, except Nursery, are welcomed into the school buildings by LSA's at the relevant entrance. Messages can be passed onto teachers via the LSA.
- Nursery children are brought into their classroom by an adult and sit on the carpet.
- Nursery children are collected from their classroom by an adult known to staff and individually handed over.
- Infant children are dismissed from the playground at home time, supervised by their class teachers and LSA's. Once again they are individually handed over to a known adult.
- Junior children are dismissed into the playground by their class teacher. If a child cannot find the adult who collects them they return to their class teacher or to the office and wait.
- There are no designated parking areas around school and we ask all parents and carers to park safely and courteously around school. Lidl's car park can be used for short periods and is a short walk from the school building.



<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none">• LSA's are on the playground at break times and lunchtimes.• LSA's support foundation Stage children access a variety of equipment during the lunchtime period and organise group activities and games.• Children from Year 6 are trained as Play Leaders and support the infant children play games and use a range of equipment during lunchtime.• LSA's support junior children use the adventure playground (weather conditions permitting) and other playtime resources. They facilitate turn taking games, support individuals and provide emotional support for those who may require it.• Special arrangements during break times and lunchtimes may be required as set out by an individual Educational and health Care Plan.
<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">• Our PE lessons are delivered by highly trained PE specialists or a by a qualified teacher.• Apparatus is checked by an outside company on a regular basis.• Equipment and activities are modified to suit individual requirements (i.e. low level platforms may be used in P.E or larger throwing/catching equipment in games.)• Risk assessments are completed for all school trips using the Salford Evolve programme. These are then approved by senior staff. Staffing ratios are appropriate to the age and needs of the children and follow national guidelines.• The vast majority of teaching staff and LSA's are trained in basic first aid. A member of staff (Mrs. R Gilmore) is trained in first aid to a higher level.• Individual risk assessments are completed and actioned for children with medical conditions which might pose a risk to an activity (such as epilepsy) or with physical disabilities or other SEND.
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none">• We use Salford EVOLVE for off-site trips.• Ratios are adhered to for all off-site trips.• On site risk assessments are completed as part of our health and safety policy.• Risk assessments and other health and safety requirements are overseen by the school's Office



	<p>Manager and the school is audited annually by Salford Health and Safety Team regularly.</p>
<p>5. Where can parents find details of policies on bullying?</p>	<ul style="list-style-type: none"> • Our anti- bullying policy can be found on the school website. Hard copies are available on request from the school office. • Our Pupil/Parent Support Mentor is a dedicated Anti-Bullying officer and children/parents/carers are able to discuss any concerns with her and Class Teachers whenever needed. Regular communication with families is maintained and clear explanations of actions taken are shared with Parents/Carers.
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication?</p>	<ul style="list-style-type: none"> • For medication to be administered in school, it must be prescribed by a doctor and have a named chemist label on it. All prescribed medication is stored safely. It is parent's responsibility to ensure it is in date. • Written consent must be provided for any medication that has to be given in school. • Care plans are in place for identified children. The School nurse oversees care plans for pupils with more complex medical conditions such as epilepsy. • All staff are regularly trained to support children with medical conditions such as epilepsy and allergies causing anaphylaxis. Medication is administered by key staff who have received the appropriate training. • Further training is provided by the School Nurse or other nursing staff when a particular need arises within the school.
<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>	<ul style="list-style-type: none"> • Where needed care plans are drawn up by the appropriate internal and external professionals in conjunction with parents. If a pupil has a long term medical need, we ask parents and the school nursing team to brief appropriate members of staff on protocols to follow. • The care plan is shared with relevant staff and stored securely in the office.



<p>3. What would the school do in the case of a medical emergency</p>	<ul style="list-style-type: none"> • We follow Salford’s health and safety procedures for all medical emergencies. • In the case of a medical emergency that poses a risk to life, we would call 999 and inform our senior first aider, Head teacher/Deputy Head Teacher immediately followed by parents and carers.
<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"> • Specialist training is sought from appropriate health professionals for all relevant staff. • Names of all first aiders are displayed in school. • All staff have up to date child protection and safeguarding training. • Review of systems and procedures is planned into staff training sessions and all documentation is reviewed and updated regularly.
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • The School Nursing Team are on site regularly to complete routine checks, i.e.: eyesight, hearing and height and weight for all children. Parents and carers will be informed by letter when their child is due to be seen. • We work closely with the the school Educational Psychologist, with physiotherapists, speech and language therapists and occupational therapists to support the health and well being of our children. • Our educational Psychologist can be accessed through school after discussion with the SENCO. • Other key health professionals offer different Service Level Agreements. Health Services from Manchester, Salford or Bury authorities may differ in the provision they make for children. The services accessed by pupils at St Philips R. C. Primary will depend on the LA in which they reside. Please refer to the relevant LA’s website for further information.
<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>	<ul style="list-style-type: none"> • An induction pack is given to all Nursery and Reception parents prior to their child starting. We also introduce Foundation Stage teachers; LSA’s and key members of staff to parents/carers at an induction evening. • There is a ‘Staff’ section on our website, names and job roles are given. • Children experience a transition day during the summer term and parents are made aware of their



	<p>child's new class teacher.</p> <ul style="list-style-type: none"> • Parents are advised to speak to class teachers initially regarding any concerns and thereafter the Phase Leader/SENco. • Parents/Carers are made aware of who to contact at which stage after initial conversations with class teacher.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> • Parents/carers can leave a message for a teacher with the staff at the entrances in the morning. Staff are available on the playground after school every day. However, if they wish to meet in a formal meeting, an appointment should be requested with the class teacher or at the main office.
3. Do you offer Open Days?	<ul style="list-style-type: none"> • We hold a number of 'open day' sessions each year, usually in the Autumn Term. This is an opportunity for prospective parents and carers to visit school. We also hold some Parent Workshops that focus on the teaching and learning of phonics in the foundation stage and key stage 1.
4. How can parents give feedback to the school	<ul style="list-style-type: none"> • Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning. • Parents/carers are asked to complete a 'comment slip' at three points during the year; at parent/carer evenings and after school reports have been received. • Feedback can also be given online at Parent View https://parentview.ofsted.gov.uk/login • Intermittent feedback can be written in pupils reading records or in a letter addressed to the Class teacher, Head Teacher or Deputy Head teacher or Governing Body.
Working Together	
1. Do you have home/school contracts?	<ul style="list-style-type: none"> • Our Home-School Agreement is printed at the front of the children's reading records. These are signed by parents at the beginning of every academic year.



2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none">• All children are encouraged to speak to classroom staff.• Pupils with Statements or Education, Health and Care Plans have the opportunity to complete a short report which is presented at annual review meetings.• Our School Council is facilitated by Mrs. Moore. Each class nominates two school council members from Year 2-6 and they meet regularly.
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none">• Parents/carers are able to communicate information regarding their child through speaking to staff or phoning.• Questionnaires are sent out as another way of gathering parental feedback.• Parents/carers of children with Statements or Education, Health and Care Plans are encouraged to contribute a report for the annual review meeting.• Parents are always welcome into school to meet the Head teacher and/or other members of the Senior Leadership Team to raise concerns about their child's education.
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none">• Parents are represented on the governing body.• Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand and a ballot undertaken.• We have a very active Parent Teacher Association. A variety of fund raising events and social events are organised throughout the school year. Parents can support in a wide range of ways.• Parents volunteer to help on school trips and supervise other extra-curricular activities.• Parents may become involved in other ways. For example, a parent may have relevant experience or skills to support learning in the classroom, depending on the topic being studied.



<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>	<ul style="list-style-type: none"> • The Governing Body has an SEN designated Governor (Mrs. Sharon Sacks). • The SENCO provides regular updates to the Governing Body. • The governing body supports the school in working with outside agencies.
<p>What Help and Support is available for the Family?</p>	
<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> • The SENCO (Miss R McNamara) or Deputy Head Teacher (Mrs. E Clayton) can offer help as needed in completing paperwork to support children and families. Parents/Carers can ask these staff directly or make a request at the main office. • Parent partnership will support families with issues around special needs.
<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>	<ul style="list-style-type: none"> • The school office team are able to give routine information. • The class teacher can give information about progress and learning. • The SENCO are able to give information about special needs issues. • The Head teacher and members of the senior leadership team are always available to meet with families, although an appointment may be required. • The website is an up-to-date source of information about the school and also provides links to other support systems, including websites and activities outside of school.
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer around transition to high school?</p>	<ul style="list-style-type: none"> • For children with Statements or Education, Health and Care Plans transition to high school begins with the year 5 review and may involve the Educational Psychologist. • Once a secondary school place has been allocated and accepted a review meeting would be held in year 6. The Secondary School SENCO would be invited to this.



	<ul style="list-style-type: none"> • A meeting with year 6 teachers and a representative from the receiving SEN staff is organised in the summer term so that all relevant SEND information can be passed on. • A transition day takes place for all pupils in the year 6 summer term. • Pupils who may require additional support during the transition process are identified and offered further provision. • In addition the Head Teacher of St Monica’s R.C. Secondary School and some pupil representatives visit year 6 pupils in class. • Circle time preparation takes place within classes at the end of term.
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"> • A private company located in the Parish Centre adjacent to the school run morning and after school sessions and many of our pupils attend. They also run some holiday provision. Please contact SKIPS on 07535952585 for further information.
<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"> • We offer a before and after-school club provision Monday – Friday and club costs vary with some being free. Clubs are suitable for certain year groups and are offered half termly.
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • Staff work in partnership with parents/carers to identify which activities are appropriate for individual children. • Staff make a pre visit to the trips to ensure they can be modified if necessary to meet the needs of all children. Risk assessments are undertaken and appropriate measures put in place. • Additional support staff may be required to attend to support needs as required.
<p>4. How do you help children and young people to</p>	<ul style="list-style-type: none"> • We have a Christian Ethos where everybody is treated with respect. This ethos is modeled by staff



make friends?	and pupils. <ul style="list-style-type: none">• Our Pupil/Parent Support Mentor- (Mrs. C Davies) is a dedicated Anti-Bullying officer and children/parents/carers are able to discuss any concerns with her and Class Teachers whenever needed.• We have a school chaplaincy team led by Mrs. Summers who are active around the school; they are available to support friendship groups.
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Weblinks to Key Policies: All Key policies at www.stphilipsrprimary.com

Glossary

	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.
ASD	Autistic Spectrum	Autistic spectrum disorders are characterised by difficulties interacting and communicating.



	Disorder	<p>The characteristics of autism can be described as the 'triad of impairment': 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>
	Clinical Psychologist	<p>Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.</p>
	Code of Practice	<p>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.</p>
	Differentiation	<p>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.</p>
	Differentiated Curriculum	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>
	Dyslexia	<p>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</p>



		and sounds in words.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.
	Exam Special 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.
	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.
	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.
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.
	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.
	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.
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.



	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.
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.
SENCO	Special Educational Needs Co-Coordinator	A Special Educational Needs Co-coordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.



	Special Educational 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.
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.
	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 child minder, 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.