

School/Academy Name	Beis Yaakov Jewish High School Academy		
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Senior Leadership Team	Rabbi N Wilson, Executive Principal; Mrs S Patel Head of Chol; Mrs B Lopian, Head of Kodesh; Mrs E Levy, Pastoral Head; Mrs A Treblow, SENCO		
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Please give the URL for the direct link to your school's Local Offer	www.byjhs.org		
Name	Mrs A Treblow	Date:	November 2021

Local Offer:

Teaching and Learning	
1. What additional support can be provided in the classroom?	<p>The following support applies in both the Kodesh and the Chol lessons:</p> <ul style="list-style-type: none"> • Class teachers differentiate their lessons to provide personalised learning. • Teaching assistants (TA) work in class to support targeted students. They also support learning for small groups in core subjects. • TAs deliver interventions 1:1 and to targeted groups • Learning is supported by additional, specific resources • Use of laptops including speech-to-text and text-to-speech software • Coloured paper/overlays for visual processing • The HUB is our venue for individual learning and targeted support and interventions. It is a safe, pleasant and purposeful learning environment.

<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning?</p>	<ul style="list-style-type: none"> • Our schemes of work are designed to be suitable for different ability levels. • We access external agencies to provide support on a need's basis including LSS (learning support service), SaLT (speech and language therapy), PT (physiotherapy) and OT (occupational therapy). • Use of CATs, WRATs and other assessments to identify learning needs. • We use additional computer-based resources such as IDL and Mathswatch to support independent skills in core subjects. We also use Docsplus and similar applications to facilitate learning and self-expression. • Our School Counsellor, Mrs Rechnitzer and school psychologist Mrs Sher work closely with students and staff • We have a service level agreement with 42nd Street, providing an additional counsellor • We work with the Salford EP service; our school educational psychologist is Natasha Goodall. • We work with the Salford Learning Support Service to develop strategies to support young peoples' learning and wellbeing in school.
<p>3. Staff specialisms/expertise around SEND or disability</p>	<ul style="list-style-type: none"> • Dyslexia specialist teacher • Social skills specialist • Experienced Deputy SENCO • Zone of Regulation specialist • TAs trained in Cuisenaire and other dyscalculia tools • CBT trained TAs • Year / Mentoring team comprising Learning mentors and pastoral mentors • School counsellor • School Educational Psychologist • LA staff support from both Local Authorities Salford, Bury and Manchester e.g. Educational Psychologist, Behaviour experts, etc.

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • CPD and guidance offered for all staff on differentiation and also on working with specific needs e.g. ASC, Dyslexia, ADHD. • CPD training for TAs on use of new resources, programmes and learning strategies • Regular SEND team meetings • TAs are supported by the Learning Support Service, our Educational Psychologist and school counsellor to provide bespoke intervention for pupils • Attendance at Salford LA training courses and other CPD courses
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> • Relevant access arrangements including, readers, scribes, use of laptops, coloured paper, extra time, separate invigilation for relevant pupils. • Differentiated worksheets and resources in KS3. • Teachers informed of all pupils with SEND • Training for Readers and Scribes before exams. • Use of laptops as the usual way of working • Alternative qualifications offered including Functional Skills, Step up to English, AQA Unit Awards, BTECH Health and Social Care
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Parents Evenings • School reports • Communication with Parents via telephone, email or face to face meetings • Review of EHCPs • Review of IEPs • Teachers record comments in homework diary
<p>7. What external teaching and learning do you offer?</p>	<ul style="list-style-type: none"> • Specialist teachers from the Local Authority and from the private sector • Alternative Provision where appropriate
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> • We do not currently have any pupils with off-site provision • Where this has been necessary, we work closely with KIT and aim to re-integrate into mainstream education
<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> • Unit awards include career-focussed learning experiences including gardening, business studies, graphics, IT

	<ul style="list-style-type: none"> • Where appropriate, students are offered work experience in their preferred career, for example hairdressing, childcare
<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"> • Invitations to all parties involved. • Pupil centric meetings with 'what's working / not working' focus. • Review meetings held at school. • Consultation with staff prior to the meeting • Making parents aware of parent partnership support • Connexions input where appropriate • Transition reviews to include input from local colleges • Salford LA local offer: https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/ • Pupils from Bury/Manchester can access their local offer: https://theburydirectory.co.uk/send-local-offer https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer
<p>2. What arrangements are in place for children with other SEND support needs?</p>	<ul style="list-style-type: none"> • Assess, plan, do, review cycles • Standardised assessments carried out • Appropriate intervention planned, whether in small group, 1-1 or targeted in class support • Small class sizes • Catch up Literacy and Numeracy for pupils who are assessed to need this intervention • Computer based intervention, e.g. IDL Literacy and IDL Numeracy • SEND Interventions HUB • Educational Psychologist consultations for assessments, strategies and therapy in addition to the pastoral team • Learning mentors and school counsellor • Salford LA local offer: https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/

	<ul style="list-style-type: none"> • Pupils from Bury/Manchester can access their local offer: https://theburymdirectory.co.uk/send-local-offer https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer
<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>	<ul style="list-style-type: none"> • Hand rails have been installed leading to the pupil entrance to assist pupils with physical disabilities. • There is a large parking area in front of the school for those who are unable to access the school through the usual pupil entrance. • Parking facilities available including two bays for the disabled and a large disabled drop-off area. • Staff available to accompany children in and out of school when necessary. • Security guards located on the premises at all times to ensure that no unauthorised exits occur.
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> • TAs and teachers are on duty during breaks to assist pupils who require support. • Pupils who are upset, lonely or worried can access the lunchtime club room, where there is a range of activities available. • Special supervision, from a distance, is given to SEND pupils during break times.

<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"> • Risk assessments are completed before any external trips and visits and the correct ratios of staff are ensured. • Risk assessments are undertaken for all school trips and individual risk assessments are done for pupils in conjunction with the parents, relevant medical advice and other outside agencies. • PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. • A number of SEND pupils have TA support in PE lessons. • Where relevant, students with SEND will have a PEP.
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none"> • A meeting is held with the relevant staff during the planning stages of the event or trip. • One staff member is allocated for writing and implementing the risk assessment. • Parents, staff members and the young person all share a part in putting together an appropriate risk assessment.
<p>5. Where can parents find details of policies on bullying?</p>	<ul style="list-style-type: none"> • Policies can be found on the school Website, www.byjhs.org, • Hard copies are available upon request
<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"> • School has a medical policy, ratified and agreed by governors. See the school website. The school does not administer medications at all. www.byjhs.org
<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"> • A meeting is held with the parent/carer, SENCO and any other professional who is involved with the YP. • The Care plan is then shared with all staff in a briefing and monitored by the SENCO or key worker every half term or sooner if needed, • Parents are consulted should there be any adjustments made to the plan. • Parents can contact the SENCO if they feel the plan needs to be amended.

<p>3. What would the school do in the case of a medical emergency</p>	<ul style="list-style-type: none"> • Call 999 and Hatzoloh (paramedics). • Contact a qualified first aider. There are a number of qualified first aiders in school • 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.
<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"> • All staff are trained every 3 years on Safeguarding/Child protection • Regular first aid training is offered and we have a number of trained first aiders. • We have staff trained in use of EpiPen's and asthma management. • Several staff including teaching, pastoral, office staff and support staff are trained Mental Health First Aiders
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • We have provided accommodation for any services that a pupil requires including counselling and psychological services, occupational therapy, physiotherapy, speech and language therapy, play therapy, elocution and social skills support, etc
<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"> • Parents are provided with an information pack during the Summer holidays. • Timetables are distributed on the first day of term. • Pupils are given information about their year team who will be a point of contact for Parents.

<p>2. Do parents have to make an appointment to meet with staff or do you have an Open-Door policy?</p>	<ul style="list-style-type: none"> • Parents can contact staff via the school office. It is not always possible to speak immediately to a member of staff, if they have teaching commitments at that time. • All parent calls are returned as swiftly as possible; this is usually within 48 hours of initial contact. For part-time staff, this will be on the next day they are in school. • Parents are asked only to contact teachers during the school day and not at home or after school hours. • The SENCO can be called at any time during the school day.
<p>3. How do you keep parents updated with their child/young person's progress? Do you offer Open Days?</p>	<ul style="list-style-type: none"> • Parents evenings • School reports • Homework diaries • Reward cards • Telephone calls • Parents can make an appointment to speak to the Head of Year as the need arises. • There are numerous school events during the year where parents are invited in to school. • Parents can and do phone staff members at any time during the school day to receive information about progress or any other concern • Transition visits are offered to young people with SEND from feeder schools.
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> • In a minority of cases where it is deemed appropriate.
<p>1. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<ul style="list-style-type: none"> • There is a school council in place that feedback to SLT regularly throughout the year. • Pupils meet their mechaneches (pastoral tutor) for individual meetings at least once a term and year teams and pastoral staff are available at breaktimes. • There are multiple and regular interactions with staff on an informal basis and pupils meet regularly with members of the Year team. • Several post-boxes have been stationed around the school for pupils for provide their feedback.

	<ul style="list-style-type: none"> • Students with an EHCP may have a key worker to support them in expressing their views
2. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> • Parents Evenings • Review meetings • Meetings with relevant staff • Phone calls / emails • Parent Questionnaires
3. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • When a vacancy arises, all parents receive a letter encouraging them to stand as a parent governor. • Parent committee set up to run fundraising events for the school
4. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? e.g. health, social care, voluntary groups	<ul style="list-style-type: none"> • There is a designated governor for SEND – Mr E Roitenbarg • Governors can access training on supporting pupils.
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?	<ul style="list-style-type: none"> • Yes, SENCO or Deputy SENCO would arrange to meet with the parents/carers and help them complete all the necessary paper work. • Parents are offered this help by phone as well as in person.
2. What information, advice and guidance can parents and young people access through the school? Who normally	<ul style="list-style-type: none"> • SENCO or Year team would provide the information and arrange for the YP and their parents to meet a Connexions representative. • From Year 10, Connexions, representatives from local colleges and/or local Authority representatives attend Annual Reviews of EHCPs.

<p>provides this help and how would they access this?</p>	
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<ul style="list-style-type: none"> • This issue has not arisen as almost all the pupils live within a short walk of the school. Those who live further away have arranged their own transport.
<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>	<ul style="list-style-type: none"> • Handover meetings are held with all feeder primary schools • Girls and their parents come to school for an interview with the Headteacher and have a chance to raise any concerns about transition to high school. • Girls are asked who they would like to be with in class and this is considered when forming the class lists. • Year team and SENCO is available around school if there are any initial difficulties. • Year team and SENCO can be telephoned by parents with any concerns. • Pastoral care available • School counsellor visits feeder schools to discuss the peer mentoring system to the incoming Year 7 pupils. • Peer mentoring – Year 10 girls trained by school counsellor to mentor Year 7 girls when they enter school.
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<ul style="list-style-type: none"> • Advice and support are given by the school's careers advisor who meets all year 11 girls for an interview. We offer a range of options all in keeping with the ethos of the school and parents' wishes. See school website for the careers policy www.byjhs.org • Almost all of our pupils continue their education in Jewish Seminary for further education. • Relevant staff advise regarding suitable Seminaries to apply to. (Many Seminaries provide vocational training and careers advice.)

<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<ul style="list-style-type: none"> • Constant reminders about the importance of good attendance and punctuality, literacy and numeracy, behaviour and attitude for the world of work and to be happy in personal life. • Representatives from different sectors speak to the girls about their careers. • Preparation for Transition lessons undertaken by high needs pupils to assist them with vital life skills, e.g. Independent living, independent travel, budgeting, road safety, etc. • Girls are encouraged and taught to be productive members of society and to fulfil their abilities and ambitions by gaining a useful education and to have good self knowledge so that they are aware of their own strengths and talents. • Advice is given to vulnerable pupils and their parents regarding stranger danger etc. • School staff provide good role models of behaviour to pupils by the way they treat each other and the girls. • Guest speakers and special events to encourage positive hashkofos and good middos. • Mechanchos speak to their form weekly to encourage good middos and approach to life.
<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>	<ul style="list-style-type: none"> • We run various events out of school hours throughout the year coinciding with the Jewish festivals. • After-school club for homework and extra-curricular activities. This is free for parents who receive working-tax credits. Other parents are asked to make a voluntary contribution.

<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"> • Lunchtime club: provides a place to go for those who find lunchtime challenging • Melave Malka • School show • Regular year group socials such as quiz evenings, dancing and a variety of fun activities • Parents do not have to pay for the majority of these events • Numerous special programmes during the school day where one year or the whole school goes off timetable and has a creative, fun and educational activity. These are usually based around the Jewish festivals. • Parents are asked to make a small voluntary contribution at the beginning of the year, to offset some of the cost of special events.
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • Risk assessments are carried out, and extra staff will accompany a trip if needed. • Before trips and activities, targeted students (e.g. quieter, more vulnerable, or with SEND) given the opportunity to discuss their needs, and what would help them feel safe. • Experienced, trained TAs accompany most trips out and have a target pupil list. • Extra TA support is provided on a trip where necessary. • There is a school choir, tzedoko team and chesed team, as well as social and programming teams. Pupils decorate the Succoth at Heathlands and decorate Beenstock Home every Yom Tov. • All these groups carefully select participants to ensure maximum inclusion of all pupils. • Extra-curricular activities are in groups which are carefully designed for inclusivity.
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> • A circle of Friends may be organised for the more vulnerable pupils. • Pupils are reminded about the importance of inclusion. • Support from the Pastoral care team in school. • The girls will learn befriending techniques with the school counsellor • Year team arrange for girls to include a girl in their break time activities • Social skills sessions for targeted pupils.

	Annual Review	All 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 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 condition characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

ASD/C	Autistic Spectrum Disorder/Condition	<p>Autistic spectrum conditions are characterised by difficulties interacting and communicating.</p> <p>The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> · Socialisation – poor social skills; · 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 conditions.</p>
C & L	Literacy Support	<p>Pupils with a reading age 2 years below their chronological age 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.</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 SEND 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>
	Connexions	<p>Connexions provide a targeted service to anyone aged between 13 and 25 who has a statement of SEND 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.</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. See also personalised learning.</p>
	Differentiated Curriculum	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>

	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 SEND. 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 SEND. They may perform assessments of children with SEND 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 (SEND). 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 SEND
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.

	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.
	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 SEND. 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 member of SLT, chair of the governing body or SEND Governor), who has responsibility for making sure that staff know about a child's SEND
SENCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEND 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.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEND	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 a SEND at some point in their school career.
	Special Educational Needs (SEND) Code of Practice	See 'Code of Practice' above.
	Specialist Assessor	The specialist assessor is qualified to carry out the necessary assessments required for access arrangements. The Senco is currently the school's special assessor.

	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 SEND 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.

