



Moss Valley Primary Academy, Cutnook Lane, Irlam M44 6GX

Local Offer

Headteacher	David Nightingale	
SENCO	Katy Thomason	
SENCO for provisions/Assistant Headteacher	Suzanne Lewis	

Teaching and Learning	
1. What additional support can be provided in the classroom?	<p>Word walls</p> <p>Dyslexia Friendly Schools (DFS) resources and approaches used, e.g. cream paper throughout, coloured pens on white boards, working walls to aid memory, baskets of resources available to support learning, coloured overlays and reading rulers</p> <p>Differentiated work and resources</p> <p>Personalised teaching to pupils' specific needs</p> <p>Individual or small group interventions</p> <p>Smaller class sizes</p> <p>Autism Friendly strategies through the Autism Education Trust (AET) standards</p> <p>LSA support for lessons/interventions</p>

	Variety of interventions available for supporting pupils
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>Advice from the Educational Psychologist, Speech and Language Therapy, the Learning Support Service and Primary Inclusion Team</p> <p>Learning Support Service - https://www.salford.gov.uk/learningsupportservice https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/learning-support-service/cognition-and-learning-team-referral/</p> <p>Laptops</p> <p>Cream paper, coloured overlays and reading rulers for pupils with dyslexic tendencies or visual stress</p> <p>Working walls, baskets of resources for pupils with dyslexic tendencies</p> <p>ELKLAN Trained LSAs (for Speech and Language support)</p> <p>Speech therapy</p> <p>DFS accreditation (see above) and AET (Autism Education Trust) approaches (e.g. how autism affects pupils attention, perception, communication, learning and relationships; exploring the sensory environment to pupils with autism and adapting where necessary; being aware of other conditions which often co-occur with Autism and how these may impact on pupils)</p> <p>High level of staffing</p> <p>Moss Valley houses 2 provisions: The Orchard an 18 place provision for pupils (R – Y6) with EHCPs for autism and The Acorn for reception/Year 1 pupils with EHCPs for complex needs.</p>
3. Staff specialisms/expertise around SEND or disability	<p>The Provision SENCO/AHT has taught in mainstream and in 3 resource provisions for children with learning and speech and communication needs. She has worked at Moss Valley Primary Academy in the ASC resource for 10 years. She has completed a Postgraduate Certificate in Autism and Asperger’s Syndrome.</p> <p>3 members of staff have undertaken ELKLAN training to support speech and language needs</p> <p>1 member of staff in the resource has completed the Autism ELKLAN training.</p> <p>Many members of staff have had recent training in Team Teach.</p> <p>The staff is working on the AET Framework to ensure the outcomes of our pupils with autism are met.</p> <p>Staff have had training on the Dyslexia Friendly Schools programme and have implemented dyslexia friendly strategies and resources in their classrooms.</p> <p>Staff have had precision teaching training, attachment theory and attachment play training.</p> <p>Staff have received trauma training.</p>
4. What ongoing support and development is in place for staff regards supporting children and	<p>CPD training offered regularly on identified issues</p> <p>Staff development needs are identified though performance management and appraisals</p>

young people with SEND?	<p>Staff are updated on SEND issues regularly at staff meetings</p> <p>Staff have the opportunity to meet with the SENCO to discuss individual children or look at strategies to help them to support pupils.</p> <p>Staff are supported by external agencies used by school to help with strategies and resources to support children in the classroom.</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>Access arrangements – which includes Readers, Scribes, extra time, small classroom for pupils who need this, familiar adults</p> <p>Coloured overlays for pupils with dyslexic tendencies or visual stress</p> <p>Adapted worksheets and resources.</p> <p>Teachers informed of all pupils' levels</p> <p>Teachers informed of all pupils having special needs</p> <p>Training for Readers and Scribes before exams.</p> <p>Adaptive teaching implemented for all subjects.</p> <p>A range of recording used for independent work tasks.</p>
6. How do you share educational progress and outcomes with parents?	<p>Learner Review Days</p> <p>School reports</p> <p>Meetings with parents</p> <p>Review of EHCPs – Annual Reviews</p> <p>Review of IEPs/IBPs</p>
7. What external teaching and learning do you offer?	Tutoring for pupils who would benefit for extra learning (Year 6)
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	-
9. What work experience opportunities do you offer?	The school has had a number of students working in classes. We work closely with the local universities.
Annual Reviews	
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?	<p>Invites to all parties involved</p> <p>Paperwork sent out 2 weeks prior to meeting</p> <p>Parents views are sought on their children's progress and performance</p>

	<p>Pupil Voice</p> <p>Peer feedback on positives about the pupil</p> <p>Consultation with staff prior to the meeting</p> <p>Making parents aware of parent partnership support: Salford Information Advice and Support Service https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=1_3&localofferchannel=0</p> <p>If appropriate, pupils attend their own review</p>
2. What arrangements are in place for children with other SEND support needs?	<p>SENCO support</p> <p>SENCO observations and programmes written to support the child</p> <p>Some LSA support</p> <p>Termly planning meetings for SENCO and other agencies</p> <p>Children's levels monitored by SENCO or Phonics Lead</p> <p>Provision map identifies children who require additional activities</p> <p>Interventions put into place to support children's learning</p> <p>Educational Psychologist for assessments and strategies</p> <p>Primary Inclusion Team for assessments and strategies</p> <p>Learning Support Service for assessments and strategies</p> <p>Dyslexia screening used to identify pupils</p>
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?	<p>We have strict procedures in place regarding drop off and pick up of children. This is written in our 'Safeguarding policy'. Parents are asked to park on the road outside school if they come in transport.</p> <p>The children in the ASC Resource Provision may be brought to school on Local Authority transport. These children are brought into the grounds on the taxi. For any children who are brought on transport there is communication between staff and parents on the Seesaw app.</p> <p>Staff may feedback to parents on any updates or information that they need to share about their child at pick up or drop off or, alternatively, via phone call.</p>
2. What support is offered during breaks and lunchtimes?	<p>All children are supervised in the Dining Hall and outside on the playground by staff. Some children will have an identified member of staff to support them. There is a range of playground toys and equipment for the children to play with. Midday assistants are available for general support.</p> <p>In the Resource Provision, a welfare assistant and members of staff support children at break and</p>

	lunchtimes. If children are ready for integration at main school then they spend lunchtime there, alternatively, support is available for the other pupils in the ground of the resource provision building.
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	During outdoor lessons or school trips, a risk assessment is undertaken where all the risks of the lesson/trip are identified and things put in place to make it as safe as possible. The staff ratio is usually higher to allow extra support to children who need it. PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.
4. What are the school arrangements for undertaking risk assessments?	All in line with Salford LA. Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency.
5. Where can parents find details of policies on bullying?	Moss Valley Primary Academy plays an active part in ensuring the safety and well being of your child. There is further information in school which is written up in policies: Bullying Policy, Safeguarding Policy.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	When your child enrolls at the school, you will need to complete a Medical Form giving information on your child's medical history. If a child needs medication administering whilst at school, parents should complete a Medication Form which gives details of the medication and the administration. Medicines are kept in the fridge in the staff room or in a locked medicine cupboard. In certain cases, staff will work with health professionals to learn about any medical conditions that a child may have. Staff training may be planned and an individual plan drawn up and agreed with all concerned for staff to adhere to in school. School has a policy on medication administration, ratified and agreed by governors. Any children with an inhaler will need an inhaler plan filling out by parents to give staff permission to administer inhalers and consent to use of an emergency inhaler when needed. School have record keeping documents for this and slips to send home to inform parents when an inhaler has been needed.
2. How do you work with the family to draw up an Individual Health Care Plan and ensure that all relevant staff are aware of the plan?	A meeting is held with the parent/carer, SENCO, school nurse and any other professional who is involved with the pupil. The Individual Health Care Plan is then shared with all staff in briefing and monitored by the SENCO 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 SENCO if they feel the plan needs to be amended.
3. What would the school do in the case of a	Contact a qualified first aider (some staff have been trained in first aid)

medical emergency	Call 999 Contact parent/carer. In absence of parent/carer a first aider would accompany the pupil to the hospital.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	All staff are trained every 12 months on Safeguarding/Child protection Staff are aware of the Designated Safeguarding Lead (David Nightingale) and the 2 deputies (Kathryn Pugh and Suzanne Lewis) Relevant staff undertake external courses provided by the LA and private companies Training by outside professionals for other issues
5. Which health or therapy services can children access on school premises?	Speech therapists often visit pupils in school. There are regular meetings between the speech therapist and the lead teacher (Beth Jones) There is a speech therapist for Early Years that comes into school each fortnight and a speech therapist that is in the Resource Provision on a weekly basis. An additional speech therapist comes into school termly to work with children who have been seen in clinic to review and re-assess.
Communication with Parents	
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?	If any parent has a concern about their child they must contact their child's class teacher/Phase Leader. Further discussions with the Head or Assistant Head/SENCO may take place. Parents may catch the teacher at the beginning or end of the school day to have a meeting at that time or to arrange a meeting for another time.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible.
3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?	It is the aim at Moss Valley Primary Academy to keep parents up to date on the progress of their children. We will do this through Learner Review Days, informal chats at the school door and annual reports. In the Resource Provision, each child has a Home-School Book or use ClassDojo (online) to keep parents up to date on the events of the day. Parents are encouraged to write in this too to inform staff of things going on at home with their child. They are also encouraged to ring or email. In mainstream school, we use seesaw to link with families, send a weekly newsletter out about learning that week and use a text system to inform parents of any meetings/important events at school.
5. How can parents give feedback to the school	Arrange to see staff at a mutually convenient time. Parents of children in the Resource Provision may use their child's Home-School Book or ClassDojo to give information to staff. Parental meetings, questionnaires. Parents can contact staff on seesaw.

Working Together	
1. Do you have home/school contracts?	Home/School contracts are put in place for some families that need support.
2. What opportunities do you offer for pupils to have their say? e.g. school council	Moss Valley Primary Academy has a Pupil Parliament. This is a group of 1 or 2 pupils from each class who come together to discuss different things about school. They can talk about things that are good or things that they want to change or put in place. The members will talk to their class about these things and children will vote when choices are to be made. In preparation for annual reviews of EHCPs, children are asked to voice their opinions, thoughts, feelings etc.
3. What opportunities are there for parents to have their say about their son/daughter's education?	Learner Review Days SEND meetings Review meetings Arranging a meeting with teachers
4. What opportunities are there for parents to get involved in the school or become school governors?	Invitation to become a school governor is communicated via letter to parents if there is a vacancy. Should parents wish to offer their support to school then they can speak to their class teacher. The school has a parent/teacher group called Friends of Moorfield. Parents are welcome to attend the meetings or become part of the group and can do as much or as little as they wish.
5. 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)	Governor link to SEND Governor link to Pupil Welfare Governors attend attendance and behaviour panels Governor linked to SEND or vice chair comes into school every term.
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?	Salford Information and Advice Support Services (SIASS) also support our parents with completion of forms. https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0 Mrs Lewis (Provision SENCO) is available to assist with SEND paperwork. Mrs Thomason (mainstream SENDCO) will assist with SEND paperwork.
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?	Mrs Lewis can support and advise on SEND matters. Mr Thomason can support and advise on SEND matters. SIASS are available to support parents.

<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>The children at the resource may be brought to school on Local Authority transport. The minibus is allowed to drive into the rear area to drop off and pick up. Close contact with parents is kept through the Home-School Books, ClassDojo or phone calls.</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>Transition visits for pupils are arranged. Photographs of the school, classroom and staff are available for the child. Buddying up with another child.</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>If a child is leaving our school we like to prepare her/him for the change. A visit from the new teacher is encouraged and the High School arrange a meeting with school staff to discuss the child. Our children are taken for a visit to their new school and, if appropriate, photos are taken to make into a book for the child.</p>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<p>Reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life. Provide good role models of behaviour to pupils by the way staff treat each other and the pupils. Use of Topsy Page’s Talk strategies supports children in their use of language and communication skills. Assemblies and our Jigsaw PSHE programme offer support in preparing our children for adulthood.</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>Moss Valley offers an after school club called Treetops. This is held in the school hall. Each morning, we hold a Breakfast Club in the school hall from 7.30am.</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 a range of after school clubs that your child may like to attend. A letter is sent out with details. Parents should complete the form and return to school to secure a place in the club or clubs that your child wishes to go to. Lunchtime clubs are offered every day of the week for children to attend.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. Support is offered as appropriate to children with specific needs.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>Staff support and encouragement. Use of Social Stories with visual pictures. Interventions. Support from LSAs at playtime and lunchtimes. Encourage the use of the ‘buddy’ system.</p>

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.
ADHD/ ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

ASC Or ASD	Autistic Spectrum Condition Of Disorder	Autistic spectrum conditions or disorder are characterised by difficulties interacting and communicating. There may be an impairment in social communication and interaction and restrictive, repetitive patterns of behaviour. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum conditions.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	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.
	Connexions	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.
	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 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	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her

	Plan	special educational needs (SEND). It is not a legal requirement for your child to have and 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
IHCP	Individual Health Care Plan	An IHCP is written in partnership between the parents, school, pupil and healthcare professionals. The aim is to ensure that schools know how to support the child effectively and to provide clarity about what needs to be done, when and by whom.
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LA	Local Authority	Each council has a LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	Nurture Room	Room where vulnerable pupils can work, 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.

	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 SEND. 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.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEND Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SIASS	Salford Information and Support Services	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 SEND framework to help parents play an active and informed role in their child's education.
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 and Disability	Children with special educational needs and disability 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 special need at some point in their school career.
	Special Educational Needs and Disability(SEND) Code of Practice	See 'Code of Practice' above.
	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.

