

Local Offer: Willow Tree Primary School

School/Academy Name	Willow Tree Primary School	
Name and contact details of your school's SENCO	Mrs Claire Moore 0161 921 2850	

Name of Person/Job Title	Mrs Claire Moore - SENCO		
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Promoting Good Practice and Successes

Please give the URL for the direct link to your school's Local Offer	https://www.willowtreeprimary.org/key-information/send/		
Name	Claire Moore	Date	Updated 14.09.23

Please find an overview of the provision Willow Tree Primary has in place for children with Special Educational Needs. If you are a parent and have any questions, please contact Claire Moore (SENCO)

Please read in conjunction with our SEN information Report

Please also do come in, visit us and look around to understand what makes Willow Tree an inclusive, caring and happy place to learn.

Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<ul style="list-style-type: none"> • Visual timetables and task boards. • Word walls and individual resources to support learning i.e. key vocabulary, phonics mats, visual prompts • Pre-teaching of topics/concepts. • Adapted activities, learning and resources. • Flexible grouping • Use of technology to aid learning e.g. sound buttons/laptops to aid writing. • Teaching linked to pupils' specific needs as part of quality first teaching. • The use of specialist programmes provided by outside agencies, for example speech and language therapy. • Individual workstations/desks. • Specialist equipment e.g. partition screens, pencil grips, ear defenders, communication boards. • Teaching assistants are employed and used to support and enhance learning. • Smaller group work to support and enhance learning. • All classes use an agreed behaviour system to support behaviour in the classroom.
<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"> • School works closely with outside agencies to make sure that all children are able to access the curriculum e.g. some children require additional visual prompts to support vocabulary learning. • Advice from external agencies such as Speech and Language, occupational therapy, where appropriate. • Identified teaching assistants are ELKLAN trained (a speech and language training programme). Staff carry out training on a regular basis. • We provide a huge amount of support for our SEN children and we are continually evaluating and improving this provision. As the needs of our children change and develop, so must our provision. • Pre-teaching • Precision Teaching • Small flexible groups at an adapted level for phonics, Maths and English. • Targeted RWI support working 1:1 with an adult. • Individual targets and personalised learning plans (ILPs) • Advice from the Educational Psychologist • Visual Timetables and Task Planners • Word Aware, school uses this approach to support the learning of vocabulary across the curriculum. • Prompt sheets for tasks and models • Individual workstations and learning baskets.

<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • SENCo in full-time post and achieved the NASENCO qualification. • Thrive in Education School • TA's trained on interventions e.g. precision teaching, read write inc, speech and language • CPD training in Speech and Language, Adaptive Teaching, Word Aware. Designated time is given to SEN at staff meetings. • Pastoral Support trained in attachment play, sensory play, lego therapy, identiplay and the Pimary Inclusion Team interventions. • ELKLAN trained staff. • 2 Mental Health First Aid trained staff. • Team Teach trained SLT members. • Full time children and families officer in post. • Part time teacher who holds approved teacher status with the British Dyslexia Association. • 2 day Place 2 Be support with part time project manager. • Speech and language enhanced support with a therapist on site weekly.
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<ul style="list-style-type: none"> • SENCo in full-time post. • Termly meeting with SENCo and class teacher to discuss SEN. • Discussion in Staff Performance Management meetings re. SEN. • Termly SEN CPD training offered as well as additional CPD as needs arise. • Place2Be coordinator in post to support staff. • Access to Learning Support webinars and training.
<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"> • Purchase specific resources e.g. acetates and software for dyslexic pupils, specialist equipment for children with physical needs • School use non bleached white paper for photocopying, a variety of coloured whiteboard pens are used in the classroom. • All exercises books are cream based paper. • Access arrangements – which includes Readers, Scribes, extra time, small classroom where appropriate. • Referrals and advice from Learning Support Service • Adapted activities, papers and resources. • Teachers informed of all pupils having special needs. • School policies are designed with reasonable adjustments in mind. Policies are scrutinised to ensure they do not treat SEND children less favourably
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Open door policy • Certificates and rewards systems

	<ul style="list-style-type: none"> • Parents Evenings • School reports annually • Meetings with parents informally • Parents evenings termly • Review of Education, Health and Care plan • Review of ILPs with parental input • Individual home/school communication as appropriate
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> • Educational Psychology LA (10 hrs) • School has employed an Enhanced Speech and Language Therapist 1 day per week. • Place2Be counselling service is employed 2 days per week – 4 counsellors and 1 coordinator. • Learning Mentor in post full-time. • Children and Families officer in post full time • Place 2 Be parenting support in place half a day per week • CAMHS Children and Young Person Practitioner in post half a day per week. • Additional support from SEN supply teaching assistants. • Support from Springwood Outreach, Learning Support Service, Primary Inclusion Team. • Referrals can be made if needed for Short Term Placement or Alternative Provision. • Changing Minds Educational Psychology Support
8. What arrangements are in place to ensure that support is maintained in "off-site provision"?	<ul style="list-style-type: none"> • Children requiring support to access off-site PE sessions (e.g. swimming) have a 1:1 member of school staff in attendance as appropriate • Risk assessments / access plan is created ahead of any off-site visit as appropriate. • Parents informed, consent & medical forms updated prior to an 'off-site visit'. • All staff briefed of their role before 'off-site' visit and procedures in place for the visit. • Any training required to take place before the visit
Annual Reviews	
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?	<p>At Willow Tree we follow the Government and LA advice when reviewing EHCP's:</p> <ul style="list-style-type: none"> • Each year, Child Centred Reviews take place, where parents, schools and professionals meet to discuss progress and next steps (children with an EHCP) • Invites to all parties involved – 6 weeks prior to meeting. • Initial discussion meeting held with parents. • Pupil voice and annual review paperwork completed. • Review meeting held at a convenient location (usually at the school) or via MS Teams. • Review meeting held at a convenient time for parents who work/have commitments during the day • Translator provided if needed

	<ul style="list-style-type: none"> • Consultation with staff prior to the meeting and discussion surrounding next steps and provision for the child. • Minutes /report sent to all parties within ten working days.
2. What arrangements are in place for children with other SEN support needs	<p>All parents of SEN pupils invited to review and discuss their child's progress on a termly basis with the class teacher and SENCo. An open door policy is in place if parents wish to come in to school and discuss any concerns with the SENCO. Any initial concerns should first be discussed with the class teacher.</p> <ul style="list-style-type: none"> • Quality First Teaching • Specific targeted Interventions (group) • SENCo support • Individual plans and interventions • Specialist resources and software if needed • Small group interventions determined based on teacher assessments. • Educational Psychologist for assessments and strategies • Access to Salford Learning Support Service as necessary • Referrals for external support - OT, physio, SALT etc as required
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?	<ul style="list-style-type: none"> • We have the office entrance and exit accessibility which is in close proximity to the disabled parking. This can be used to support children with SEND who may have difficulties with the usual drop off/pick up routines. • Parents have access to the visitor and disabled parking for drop off arrangements – in order to be able to use this facility consent must be sought from school. • School opens at 8.40am, to allow the children to come in to school so they are ready for school starting at 8:50am. There are adults in the classrooms ready to meet and greet them. If there is a child who needs special arrangements to come into school then this is arranged. We look at the individual needs of every child and try to meet these where possible. Children are collected from the appropriate door at 3.20pm. Children are only allowed to be collected by a designated adult up until year 6 where children require parent permission to walk home alone. • A member of staff is present on each entrance gate. Any arrivals after the gates are closed (8:50) enter school via the school office
2. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> • Pupils have access to designated playground areas outside – tarmac area, school field, wooden play area, and grass orchard area. • Pupils can also undertake responsibilities during break and lunchtime e.g. house captain duties. • All Teaching Assistants undertake a lunchtime duty so there are familiar staff for the pupils.

	<ul style="list-style-type: none"> • If it is deemed necessary pupils may be offered emotional/social support during playtimes and lunchtimes. This may include inside clubs or buddying up with a peer or older child. • Groups are offered in the green room to support children during breaktimes. • 1:1 support if required through support staff.
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> • During each PE session there is a PE teacher and a class teaching assistant who supports the group. Additional support staff are utilised if part of individual plan. • For all new trips, staff undertake pre-visits and discuss arrangements for SEN pupils prior to booking. • Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent /child and school. • Staff to pupils' ratios are followed as per guidelines for outside visits. (3-5yrs = 1:4 / 5-8yrs = 1:6 / 8-11yrs = 1:10)
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • Use of "Evolve" with Salford LA - these are completed 2 weeks prior to an external visit. 6 weeks' prior for a residential. These assessments are completed by the key member of staff, checked by School Business Manager and then finally checked by the Head Teacher before submitting to the LA. • Risk assessments are completed by staff attending trips, SEN needs and care plans are written into these risk assessments. • Individual risk assessments are written for children with specific needs.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • A copy of our bullying policy can be found on our website. A paper copy can be requested from the school office. • All staff receive regular full Safeguarding and Prevent training. Any updates to Keeping Children Safe in Education are implemented, all staff receive training and information on these updates.
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<p>School has a policy on medication administration, ratified and agreed by governors.</p> <ul style="list-style-type: none"> • Medication will only be administered in accordance with the medication policy. Administering medication is always carried out by a first aid trained member of staff and overseen by an additional adult. All medicines are kept locked away in our Medical Room. • Children with serious medical conditions have a Care Plan/Risk Assessment and staff are trained prior to the child attending our school. This is following advice from appropriate health professionals.
2. How do you work with the family to draw up a care plan and ensure that	Information for the care plan is gathered from external professionals.

<p>all relevant staff are aware of the plan?</p>	<ul style="list-style-type: none"> • An initial meeting is held with the parent/carer, SENCo, school nurse and any other professional who is involved with the pupil. • The Care plan is then shared with all staff in a briefing and monitored by the SENCo annually or as needed. Parents and external professionals are consulted and involved should there be any adjustments made to the plan.
<p>3. What would the school do in the case of a medical emergency?</p>	<p>If pupils have an individual medical protocol, then this would be followed.</p> <ul style="list-style-type: none"> • Call 111 or 999 dependant on the situation. • Contact a qualified first aider • Contact parent/carer or emergency contact if parent/carer is unavailable • In absence of parent/carer a first aider or familiar adult 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 18 months of Safeguarding/Child protection. • Interim training on specific areas of Safeguarding also takes places as part of CPD training in addition to mandatory annual school training. • Termly SEN CPD. • Staff identify their training needs during Performance Management or SENCo discussions. • Relevant staff undertake external courses provided by the LA and private companies as part of their CPD. • Relevant staff are trained on Early Help completion and other relevant documents. • Training by outside professionals for identified specific needs e.g. speech and language, occupational therapy, physiotherapy etc. • Depending on a child's individual needs, we would ensure that relevant staff were trained. For example diabetes training for specific children. • There are first aid trained staff in all key stages and in the school office. • First Aid training for staff. • Regular training is provided for key staff to ensure they can respond effectively to specific needs.
<p>5. Which health or therapy services can children access on school premises?</p>	<p>School facilitates any service which is required to support a child's needs.</p> <ul style="list-style-type: none"> • School employ an Enhanced NHS Speech and Language Therapist 1 day a week. However, Parents are still expected to attend Speech and Language appointments outside of school if deemed necessary. • Pupils work with Educational Psychology LA (10 hrs). • We are working in conjunction with a Teacher of the Deaf and Cochlear Implant Team at RMCH to support pupils with a hearing impairment. • We are working with the Teachers of the visually impaired to support a child with visual impairment

- We have a Learning Mentor who works with children in need of emotional support.
- We are a Place to Be school. Place 2 Be work with children in primary schools at a vital stage of their development. They offer them support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching. They also offer support for school staff and parents. Place2Be counselling service is employed 2 days per week – 4 counsellors and 1 coordinator.
- CAMHS Children and Young Person Practitioner in post half a day per week.

Communication with Parents

It is essential that school and parents have excellent communication. This is vital for the progress of the child. Parents are invited to attend parents evenings, Meet the Teacher, parent workshops etc. There are several opportunities for parents to offer their opinions and advice.

- *The SENCo works closely with class teachers, parents and governors.*
- *The SENCo works very closely with the SEN Governor. The SENCo provides an Annual SEN Report to the Governing Body.*
- *Where a child has more complex needs, parents, school and a wider body of professionals meet frequently to support the needs of the pupil.*
- *Speech and language therapists may offer assessments and advice within school rather than in the clinic.*
- *School have access to a wider group of professionals to seek advice and support eg Educational Psychology, which is always with parental consent.*
- *School are part of CAMHS – i-Thrive where a CAMHS Children and Young Person’s practitioner works along with our school mental health lead Mrs Moore and our Place2Be coordinator to support pupils and parents with their mental health needs in school once a week for a block of support – this could be related to anxiety, low mood, sleep problems, worries, phobias.*

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?

- Information on the school website.
- At EYFS meetings they are given a school induction pack with key adults identified
- At the end of each academic year pupils have a transition day to their new class and meet their teacher.
- Pupils with SEN also receive additional transition support
- Regular parental update meetings are held on various subjects e.g. national curriculum, safeguarding, online safety, reading / early phonics.
- Home visits are made in EYFS or transition if requested or as part of a plan.
- Information is also available on the school website via the school’s SEN Information Report
- SENCo contact details are available to all parents.
- We have a non-teaching SENCo with an open door policy and therefore communication is readily available.
- The SENCo works very closely with the Family Support Officer, Mr Hugh Thorpe.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

- We have an 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 and if the teacher needs to gather

	<p>extra information. We aim to manage parental concerns swiftly; usually on the day of initial contact or at the latest, within 24-48 hours.</p> <ul style="list-style-type: none"> • Staff who are overseeing morning drop off can speak with parents/carers, deal with any concerns and pass the information to the appropriate member of staff. • Parents can speak with staff after school at school collection regarding their child's day. • E-mail and text messaging are also a valuable means of communication.
3. How do you keep parents updated with their child/young person's progress?	<ul style="list-style-type: none"> • Parents evenings • School reports • Informal feedback in person and via phone calls • Parents can make an appointment to tour the school • Reward certificates • Sharing good news • SEN meetings termly. • Informal meetings and discussions between parents/ carers and teachers/Headteacher
4. Do you offer Open Days?	<ul style="list-style-type: none"> • EYFS stay and play sessions. • Curriculum drop ins • SEN coffee mornings
5. How can parents give feedback to the school?	<ul style="list-style-type: none"> • Via questionnaires • Dedicated parent email. • Parental meetings • Telephone calls • E-mail to school. • Arrange to see staff or the Head teacher at a mutually convenient time.
Working Together	
1. Do you have home/school contracts?	<ul style="list-style-type: none"> • We have home school agreements which are signed annually in the autumn term. • We also ask any in year admissions to complete these prior to starting at school.
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>We actively seek the views of all pupils informally and more formally through speaking and listening activities each week. In addition, we also have pupil voice groups:</p> <ul style="list-style-type: none"> • School Council • House Captains • Pupils questionnaires

	<ul style="list-style-type: none"> • Class suggestion boxes
3. 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 • Open door policy • Arranging a meeting with teachers/Headteacher. • Questionnaires from school • E-mail • Phone calls • Website/School App forms
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • Invitation via the newsletter • Invitation via the website • Letters sent to all parents when a parent governor vacancy becomes available.
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)	<ul style="list-style-type: none"> • Governors linked to SEN. • Termly governor visits to school
What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<p>The SENCo and Family Officer regularly helps with completing forms and paperwork. We actively support any parent who may need help, advice or guidance.</p> <ul style="list-style-type: none"> • Once a parent has returned a form, the SENCo will arrange to discuss with them and give an opportunity to amend/update any information. • When sending a form home the SENCO will discuss it with the parent and explain if they have need any support to approach and then they can arrange a meeting either in person or via the phone.
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?	<ul style="list-style-type: none"> • Inclusion Team in place at school consisting of SENCo, Pastoral Support and Family Liason. • Informal meetings/discussions can take place daily and parents/pupils are signposted and supported. • Half termly Inclusion coffee mornings for parents – sometimes linked to topics of concern that parents raise at previous meeting. • Green Room is accessible for pupils daily at breaktime and lunchtime. • Place2Be Coordinator available on a Wednesday & Thursday for Time to Talk sessions with pupils and counselling sessions. • SENCo or class teacher will provide advice and guidance regarding any issues.

	<ul style="list-style-type: none"> • SENCo may signpost to other services that could provide support.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	<p>Parents can contact school to discuss any issues arising.</p> <p>We will endeavour to work collaboratively with parents to resolve any issues.</p>
Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils transfers to High School? (e.g. visits to the school, buddying)	<ul style="list-style-type: none"> • Children with an EHC Plan are reviewed before summer term in Year 5 to prepare for high school transition. • Process begins in Spring. • Taster days at local high schools • Head of Y7 / Mentors speak to pupils and teachers in Year 6 in the Spring term. • Year 6 pupils visit their secondary school for transition days in the final term of Year 6. • School transfers all data to the secondary school about the child with all records. Year 6 staff complete necessary transition forms and discuss individual pupils with the transition coordinator of the High School. • SENCo and Pastoral Support attend transition meetings with High school. • Pupils who may need additional support for transition are identified and referred to either the Primary Inclusion Team or CAMHS i-reach. • Additional visits to the new setting are offered and facilitated by the SENCo. • SENCo to transfer all relevant information.
Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<ul style="list-style-type: none"> • Before school - Breakfast club is provided at a cost for all pupils. • Extensive range of after school sports clubs provided by the school to enhance the curriculum.
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<ul style="list-style-type: none"> • There are numerous after school activities and a few lunchtime clubs that pupils are warmly invited to and we actively encourage pupils to participate in these. • There is no fee for these clubs.
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> • No SEN child will be excluded from an activity due to their need – we will always try to think of a workable solution. • Risk assessments are carried out. Trips are accompanied by qualified teaching and support staff. Where an EHCP is in place, a 1-1 support assistant would accompany the trip.

	<ul style="list-style-type: none"> • For residential trips a member of SLT with SEN experience and knowledge will attend, information is shared with the residential setting in relation to pupils needs before the visit. • Information sharing meetings and packs are made for the pupils. Some pupils will have individual support packs with photographs, timetables, information about activities and social stories.
4. How do you help children and young people to make friends?	<ul style="list-style-type: none"> • PSHE programmes are carried out in school. • Circle time sessions. • Class seating and group work. • Buddy system. • Inside Clubs and Green Room Nurture Support • Council representatives. • House Captains. • Promotion of school values and Fundamental British Values. • We encourage friendship and kindness and celebrate difference and diversity. • Social skills and communication skills interventions.

Glossary of Terms

	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/AD D	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.

	Code of Practice	The SEN Code of Practice 2015 (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.
	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.
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.
	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'.
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Education Plan	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
LEA	Local Education Authority	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
MLD	Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	National Curriculum Inclusion Statement	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	Nurture Room	Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
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 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.
SEN	Special Educational Needs	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.
	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.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.
	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st

		2014, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
TAs	Teaching Assistants	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs.
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. There is also transition from year to year and Key Stage to Keys Stage. 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.

Weblink to Key Policies

<https://www.willowtreeprimary.org/key-information/>