



What does Christ Church CE Primary do to support children and families to find success?

School/Academy Name	Christ Church C of E Primary School
Name and contact details of your school's SENCO	Charlene Skeels 0161 921 1955 Charlene.skeels@salford.gov.uk

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy

Name of Person/Job Title	Charlene Skeels – Assistant Head teacher & Inclusion SENDCO		
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Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<ul style="list-style-type: none"> • A Learning Support Assistant (LSA) is a member of staff who works under the direction of a class teacher and Phase Leader. In our school LSAs are responsible for supporting the learning of small groups, 1:1 and delivering pre-teach and interventions to targeted groups or pupils; • If additional funding is allocated from SEND to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person at key times or a specific resource. If we think your child needs additional support from a LSA on a regular basis, we will tell you. If your child had LSA support in another school or setting, please let us know; • We have a team of 13 LSAs, 11 full time and 2 part time, who work across the school, one of which is a HLTA. We also have a part time sports coach; • We have a full time Children’s and Family Officer, Anne Barlow, who is responsible for attendance and punctuality, lead professional for TAF meetings and parental engagement, and the deputy safeguarding officer along with the Executive Head, Mrs McCormack. • We run a parental volunteer scheme for which parents apply for a voluntary role in school via an application form and interview.
<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"> • We have a service level agreement with the EP service and our assigned Educational Psychologist is Carla Tomlinson. • We access external agencies to support special additional needs including Learning Support Service (LSS), Occupational Therapy (OT) Primary Inclusion Team, (PIT) Community Paediatrics, CAMHS, and Speech & Language Therapy (SALT); • All Nursery pupils are screened using WELLCOM and Reception pupils are

	<p>screened using the TALC SALT assessments and assigned to intervention groups to develop language skills over their time in Early Years. These assessments and groups are organised by a NHS Speech and Language Therapist alongside staff as we pay for the Enhanced Service yearly; three of our LSA's are trained in this intervention.</p> <ul style="list-style-type: none"> • The GL Dyslexia screener is used to screen all Year 3 pupils in the spring term. For children who display signs of dyslexia, we provide dyslexia friendly resources to support them (for example coloured writing books, coloured overlays and reading rulers); • We run a number of SEMH therapeutic interventions led by Rachelle Broadist. Rachelle works for the Primary Inclusion Team and is based at Christ Church CE primary every Wednesday afternoon. She delivers Primary Inclusion Team pupil interventions, capacity building LSAs wherever possible. Rachelle has also been trained to deliver drawing and talking intervention. •
<p>3. Staff specialises/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • An experienced SENDCO, Miss Skeels, who has been a SENDCO for twelve years and is Inclusion Manager across for our partnership, Christ Church CE and Lewis Street. • Working in Partnership with Lewis Street, we also have access to a specialist SEMH Teacher, Mrs Sarah Miles, who leads on behaviour and leads the Primary Inclusion Team (PIT) for the LA; • Place2Be counselling service on site 2 days per week with a Project Manager, Louisa Hodgeson. We offer 1-1 counselling sessions for referred children and Place 2Talk on a self-referral basis. Place2Think is available for staff. • Some staff are trained in the following: <ul style="list-style-type: none"> • o PM Benchmark; • o WELLCOM and TALC • o Precision Teaching;

	<ul style="list-style-type: none"> • o Listening and Attention Intervention • o PIXL Therapies • All staff are trained in: <ul style="list-style-type: none"> o Read, Write Inc o Maths No Problem –Maths Mastery; o On-going CPD on Understanding Behaviour and Attachment. o SLT members have completed the Advanced 12 hours Team Teach and other staff are trained on a rolling programme.
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?</p>	<p>CPD training offered regularly on:</p> <ul style="list-style-type: none"> • ADHD • ASC • Dyslexia • Behaviour and SEMH programmes • Supporting EAL pupils in/out of the classroom • EMTAS support for specified EAL pupils • Manchester Health England - Mental Health First Aid Training for SENCO & Children and Families Officer • CPD training is offered yearly for all staff to update on SEND procedures and current legislation
<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"> • Access arrangements are provided where necessary. This includes readers, scribes, extra time, small classroom for pupils with SEND needs. • We are able to ensure all test papers are presented in a dyslexia friendly way.
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Learner Review Days offered twice yearly for parents and carers to attend with their children; due to covid-19 the reviews are held via phone; • School reports once yearly; • Meetings with parents as appropriate; • Open door policy – SLT greet on the door each morning, all staff on the exit

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	<p>doors at home time for 15 minutes;</p> <ul style="list-style-type: none"> • Review of EHCPs annually;
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> • We liaise with the School Nursing Team for specific needs
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<ul style="list-style-type: none"> • We have a strong link with Alder Brook PRU and when pupils attend there on short or long term placements we visit bi-weekly and have regular updates and contact.
9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> • We offer a block of work experience to both our local high schools (Ellesmere and SCA) and our local college, Salford College, who offer childcare courses. • We also provide placements for student teachers for both the BEd and PGCE degree courses from Manchester University and SCITT Students from Alliance for Learning.
Annual Reviews	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> • Invitations sent to parents and all professionals involved, by the SENCO; • Review meeting held Christ Church Cof E School, translator provided if needed
2. What arrangements are in place for children with other SEND support needs?	<ul style="list-style-type: none"> • Class sizes are kept to a maximum of 30. • LSAs are placed to meet the needs of the cohort and to support learning. • Place2Be Counselling Service onsite two days weekly, a Project Manager liaises with Children and Families Officer, parents and pupils; • All children discussed by class teacher with Phase Leader and SENCO termly at pupil progress meetings. • We are a CAMHS Link School, Charlene Skeels and Anne Barlow are the named links and can refer directly to CAMHS. We are a pilot school for CAMHS I-Reach and have a worker on site once a week supporting pupils 1-1 with needs such as low mood, low self-esteem, fears, phobias and anxiety.
Keeping Children Safe	
1. What handover arrangements will be made at the start and	<ul style="list-style-type: none"> • All children are welcomed into the school buildings by a member of SLT, Children

<p>end of the school day? Do you have parking areas for pick up and drop offs?</p>	<p>and Families Officer and/or Place 2Be Project Manager;</p> <ul style="list-style-type: none"> • Nursery, Reception, years 1,2 and 3 children are welcomed by teachers and LSAs on their classroom door; Years 4 -6 enter via the playground door and parents/carers are welcomed onto the playground; • Nursery; Reception; Years 1, 2 and 3 children are collected from their classrooms doors and Years 4-6 are dismissed from side and playground doors. • There are no designated parking areas around school and we ask all parents and carers to park safely and courteously.
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> • Children can self-refer to Place 2Talk; • LSAs are on the playground at breaktimes and lunchtimes; • Sports Team and Pupil Sport Leaders deliver a range of activities in zoned areas; • Teachers and LSAs are on the playground at breaktimes and lunchtimes, on a rota
<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 for all trips and visits which take place away from the school site. These are completed by the lead member of staff, checked by Charlene Skeels, our Trips and Visits Co-ordinator, and passed to SLT and LA for final approval; • We have 12 qualified first aiders in school.
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none"> • We use Salford EVOLVE for off-site trips; • Ratios are adhered to for all off-site trips • On site risk assessments are completed as part of our health and safety policy.
<p>5. Where can parents find details of policies on bullying?</p>	<ul style="list-style-type: none"> • Our Anti-Bullying Policy can be downloaded from our website.
<p>Health (including Emotional Health and Wellbeing)</p>	
<p>1. What is the school's policy on administering medication?</p>	<ul style="list-style-type: none"> • For medication to be administered in school, it must be prescribed by a doctor and have a named chemist label on it; • We can only give medication which is needed four or more times a day and/or

	<p>before food;</p> <ul style="list-style-type: none"> • Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered; • Children on long term medical care will have a care plan completed with parents and SENDCO/Children and Families Officer
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?	<ul style="list-style-type: none"> • If a pupil has a long term medical need, we ask parents and the school nursing team to brief appropriate members of staff on protocols to follow and a care plan is written in consultation with the family; • The care plan is shared with relevant staff.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> • In the case of a medical emergency that poses a risk to life, we would call 999 and inform the Executive Head teacher/Head of School, Mrs McCormack/Mrs Bailey immediately followed by parents and carers.
4. How do you ensure that staff are trained/qualified to deal with a child’s particular needs?	<ul style="list-style-type: none"> • Specialist training is sought from appropriate health professionals for all relevant staff.
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?	<ul style="list-style-type: none"> • An induction pack is given to all Nursery and Reception parents prior to their child starting. We also complete home visits to introduce teachers, LSAs and key workers to parents/carers; • There is a staff section on our website, names and job roles are on there; • Parents are introduced to their child’s class teacher and are advised to speak to them initially regarding any concerns and thereafter the Phase Leader. • Parents/Carers are made aware of who to contact at each stage.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> • Parents/carers can leave a message for a teacher with the staff on the playground in the morning. Seesaw is also used as a communication tool between home and school. Staff are available on the playground after school everyday. However, if they wish to meet in a formal meeting, an appointment should be requested at the main office.
3. How do you keep parents updated with their child/young	<ul style="list-style-type: none"> • Learner Review days are held twice a year;

<p>person's progress?</p> <p>4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> • Informal progress meetings are instigated where necessary; • We hold at least one whole open day each year, this is an opportunity for parents, carers and members of the community to visit school and share learning opportunities with the pupils.
<p>5. How can parents give feedback to the school?</p>	<ul style="list-style-type: none"> • Parents/carers are asked to complete a questionnaire twice yearly at parent/carer evenings; • Feedback can also be given online at Parent View https://parentview.ofsted.gov.uk/login • Intermittent feedback can be written in pupils reading records or in a letter addressed to the executive Head Teacher or Head of School.
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> • Our Home-School Agreement is viewable on our website, these are signed at the beginning of every academic year.
<p>2. What opportunities do you offer for pupils to have their say? E.g. school council?</p>	<ul style="list-style-type: none"> • Our School Council is facilitated by Miss Anderton. Each class nominates two school council members from Year 2-5 and they meet regularly. • Our Collective Worship Council is facilitated by Mrs R Ibrahim. • We have Sports Leaders in post for lunchtimes. This is facilitated by Coach Holland, Foundation 92 sports coach.
<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<ul style="list-style-type: none"> • The school offers two learner review days; • Parents and carers are asked to complete questionnaires termly and regularly encouraged to use Parent View.
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<ul style="list-style-type: none"> • When there is a vacancy for a parent governor, a letter is sent to all parents and carers and they are invited to apply as per the application process; • We offer a very successful volunteer programme: parents and carers can apply to the programme via Miss Barlow. • We ask for parent/carer volunteers on all trips and have a very successful Supporters of Christ Church School (SOCCS) group which run and support

	fundraising at the school.
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"> • The Governing Body has an SEND designated Governor, Mrs Christine Sharpl • The SENCO provides termly updates to the Governing Body via a report. • Multi-agency reviews are used a supportive tool to encourage all agencies to have a holistic view of a child’s needs.
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"> • Miss Skeels, our SENDCO, and Miss Barlow, our Children and Families Officer, are available to assist with completing forms to support children and families. Parents/Carers can ask these staff directly or make a request at the main office. • SIASS can also be contacted to support parents/carers.
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"> • Miss Barlow liaises with all agencies and is able to support families with issues such as housing, benefit advice and home support.
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<ul style="list-style-type: none"> • If a child has an EHCP, parents can request assistance with travel via Salford Transport. This information can be gained via Transport to school • Salford City Council
Transition from Primary School and School Leavers	
<ul style="list-style-type: none"> • What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 	<ul style="list-style-type: none"> • Parents are invited to visits schools with their child. This enables them to explore the building and to meet the staff and current pupils; • Transition days to local high schools are held in both Years 5 and 6 • Pupils who may require additional support during the transition process are identified and offered further provision; • Circle time transition takes place within classes; • Art workshops with high school staff which gives parents the opportunity to ask questions.
<ul style="list-style-type: none"> • What advice/support do you offer young people and their parents about preparing for adulthood 	<ul style="list-style-type: none"> • School nurse talks to the class about moving into adulthood;

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Extra Curricular Activities	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends? 	
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"> • We have a breakfast club which runs from 8am each morning, places are bookable at the main office and cost £2 per day.
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"> • We offer an after-school club timetable Monday – Thursday and club costs vary. Clubs are suitable for certain year groups, please see for timetable information on our website. Places are offered half termly.
3. How do you make sure clubs, activities and residential trips are inclusive?	<ul style="list-style-type: none"> • All children are invited to attend all clubs suitable for their year group; • All trips, including residentials are fully inclusive.
4. How do you help children and young people to make friends?	<ul style="list-style-type: none"> • We have a whole school ethos where everybody is treated with respect. This ethos is modelled by staff and pupils. We have 4 core values, Challenge, Respect, Excellence and Self-Belief. Children and staff work together to model and develop these values. They are celebrated through adult praise and celebration assemblies. • Early Years see PSED as a core scaffold for all learning. A lot of emphasis is put on developing children’s social skills to prepare them for future years.

All our Policies can be downloaded from our website <https://www.christchurchceprimary.co.uk/>

Glossary for Terms used in our Local Offer –

	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.
	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.
ASD	Autistic Spectrum Disorder	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication;

		<p>Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	Code of Practice	<p>The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.</p>
	Connexions	<p>Connexions provide a targeted service to anyone aged between 13 and 25 who have a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.</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	<p>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.</p>
	Dysgraphia	<p>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).</p>
	Dyslexia	<p>Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below</p>
	Dyspraxia	<p>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</p>

		Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. 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'.
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 (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.
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement.
LA	Local Authority	Each council has an 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.
	Specialist Resource	A classroom where small numbers of pupils with severe emotional and behavioural difficulties can work together taught by a specialist BSED Teacher.
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	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	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.
SEND	Special Educational Needs & Disabilities	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	The special help given to children with special educational needs which is additional to or different from the

	Provision	provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
	Special Educational Needs (SEN) 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.
LSAs	Learning Support Assistants	Almost all schools now employ Learning Support Assistants to support whole classes, small groups or individual pupils. LSAs are placed to meet the learning needs of the children.
	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 SEN 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

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		does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.
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