



Local Offer: GROSVENOR ROAD PRIMARY SCHOOL, SWINTON

This report is subject to change due to the changes in SEN Code of Practise and legislation.

Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 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) 3. Staff specialisms/expertise around SEN or disability 4. What ongoing support and development is in place for staff regards supporting children and young people with SEN? 5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams? 6. How do you share educational progress and outcomes with parents? 7. What external teaching and learning do you offer? 8. What arrangements are in place to ensure that support is maintained in "off site provision"? 9. What work experience opportunities do you offer? 	
Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 	<ul style="list-style-type: none"> • All teachers teach to pupils specific needs. • 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 LSA support the learning of small groups, 1:1 and delivering interventions to targeted groups; • If additional funding is allocated from SEN to a child through a Education Health and Care Plan, we will use this funding to provide additional support to the pupil, this may be an additional person or a specific resource. If we think your child needs additional support

	<p>from a LSA on a regular basis, we will tell you. If your child had LSA support in another school or setting, we would like you to tell us please;</p> <ul style="list-style-type: none"> • We have a team of 18 LSAs who work across the school, two of which are HLTAs. • We have a full time Learning Mentor, Mrs Abbott, who is responsible for attendance and punctuality, lead professional for TAC meetings and parental engagement.
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)	<ul style="list-style-type: none"> • We has a service level agreement with the EP service, our assigned Educational Psychologist is Rona Taylor; • We access external agencies to support specialist additional needs including Learning Support Service (LSS), Occupational Therapy (OT) and Speech & Language Therapy (SALT); • All Reception pupils are screened using the TALC SALT assessments and assigned to intervention groups to develop language skills over the Reception year. These assessments and groups are organised by a NHS Speech and Language Therapist as we pay for the buy-in service yearly. • Nursery children are screened by the Speech and Language Therapist. Children are grouped according to need and have targeted group sessions. • Resources are labelled and are freely available to the children. • Literacy and numeracy prompts are located on the tables for children to access universally
3. Staff specialises/expertise around SEN or disability	<ul style="list-style-type: none"> • SENCO, Mrs Johns • We have specialist LAS's trained in ELKLAN, BRP, ELS, Numicon and SEMH programmes. • The school holds Communication Friendly Schools status and Dyslexia Friendly Schools status
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<ul style="list-style-type: none"> • CPD training offered regularly on: • Speech and Language (ELKALN) Dylsexia, Reading intervention, Maths intervention, Precision teaching • CPD training is offered yearly for all staff to update on SEND procedures and current legislation. • Training from the learning support service as needed.
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<ul style="list-style-type: none"> • Access arrangements – which includes readers, scribes, extra time, small classroom for pupils with SEND needs.

6. How do you share educational progress and outcomes with parents?	<ul style="list-style-type: none"> • Parent and Carer Evenings twice yearly; • School reports once yearly; • Assess Plan Do Review meeting held termly for children on the SEND register • Meetings with parents as appropriate; • Review of EHCPs annually; or 6 monthly for those under 5 years.
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> • School trips for each year group • Visitors to school • Forest Schools • Regular visits to Swinton High and Moorside High such as an Environmental Day and a Language Day.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	<ul style="list-style-type: none"> • We currently do not have any children who are educated offsite. However all off site trips supported with an EVOLVE risk assessment.
9. What work experience opportunities do you offer?	N/A
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEN support needs? 	
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"> • Invites sent to parents and all professional involved, by the SENCO; • An Annual review meeting held at Grosvenor Road Primary School, translator provided if needed; • SENCo has had training around Person Centred Reviews and follows this for all annual reviews of Education, health and care plans • Consultation with staff prior to the meeting.
2. What arrangements are in place for children with other SEN support needs	<ul style="list-style-type: none"> • SENCo support • LSAs are placed to meet the needs of the cohort and to support learning. • Authority HI Staff on site regularly support specific needs • Regular meetings for parents to meet with class teacher and SENCo to discuss progress. • EP assessments and strategies.

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?
2. What support is offered during breaks and lunchtimes?
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)
4. What are the school arrangements for undertaking risk assessments?
5. Where can parents find details of policies on bullying?

Keeping Children Safe

<ol style="list-style-type: none"> 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"> • All children are welcomed into the school buildings by a teacher, member of SLT, the Learning Mentor, or LSA. • EYFS children are welcomed by teachers and LSA's; parents are welcomed into the classrooms to engage in the morning routine; • All children are seen to exit door, supervised by all teachers and LSAs; • Nursery and Reception children are collected from their classrooms; • There are no designated parking areas around school and we ask all parents and carers to park safely and courteously around school. • A disabled space is available by prior arrangement.
<ol style="list-style-type: none"> 2. What support is offered during breaks and lunchtimes? 	<ul style="list-style-type: none"> • Welfare supervisors are on the playground at break times and lunchtimes. A member of the Senior Leadership Team will be on duty from 12:45-1:15. • Premier Sports Coaches run lunchtimes activities twice a week. • School runs a lunchtime nurture group for children in KS1 and LKS2
<ol style="list-style-type: none"> 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"> • 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 and past to SLT and LA for final approval; • PE is taught by a qualified sports coach, who knows the children's needs; • We have 12 qualified first aiders in school. • Children with physical difficulties have support form an LSA, where appropriate. • An EVOLVE form is completed for each visit outside of school. • Ratio or adult to children is adhered to

	<ul style="list-style-type: none"> • Our Educational Visits Co-ordinator ensures all risk assessments are completed and provides support and guidance to staff when planning trips
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • We use Salford EVOLVE for off-site trips; • On site risk assessments are completed as part of our health and safety policy.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Our Anti-Bullying Policy can be downloaded from our website www.grovenorroadprimary.org
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> 1. What is the school's policy on administering medication? 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? 3. What would the school do in the case of a medical emergency 4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? Which health or therapy services can children access on school premises? 	
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<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; • The exact dose should be brought into school, in a syringe if a liquid. • Normally we can only give medication which is needed four or more times a day and/or before food; • Parents/Carers must sign a consent form at the office on the first morning they need the medicine to be administered. • Further information can be found in the Medical Needs and Medicines Policy at www.grovenorroadprimary.org
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 SENCo and the school nursing team to brief appropriate members of staff on protocols to follow.

	<ul style="list-style-type: none"> We work with the school nursing team to write a care plan. This is shared with all 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 Head teacher, Mr Pridden, immediately followed by parents and carers. If the child needs to be taken to hospital immediately, and the parents are not in attendance, the child will be taken to hospital by two members of staff.
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 relevant health professionals; All staff have CP training. Named First Aiders in each Key Stage. Staff will have specialist training, based on the needs of child, if necessary.
5. Which health or therapy services can children access on school premises?	<ul style="list-style-type: none"> Reception children can access SALT services via the NHS Buy-In Service; The School Nursing Team are on site regularly to complete routine checks, i.e.: eyesight, hearing and height and weight. Parents and carers will be informed by letter when their child is due to be seen; The Educational Physiologist can be accessed through school after discussion with the SENCO, Mrs Johns.
Communication with Parents	
<ol style="list-style-type: none"> How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person? Do parents have to make an appointment to meet with staff or do you have an Open Door policy? How do you keep parents updated with their child/young person's progress? Do you offer Open Days? How can parents give feedback to the school? 	
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"> Staff names and responsibilities are on the school website or available from the school office.

<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<ul style="list-style-type: none"> • Parents/carers can leave a message for a teacher with the staff on the playground in the morning. 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.
<p>3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> • Parent/Carer Evenings are held twice a year; • Informal progress meetings are instigated where necessary; • School reports sent home annually. • Meet the teacher meetings held at the start of each new academic year. • SATS meetings held annually • Reception hold Phonics, reading ,writing and maths open mornings where parents are invited to come along and participate in activities alongside the children • Open days are held for prospective new parents.
<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 Head Teacher.
<p>Working Together</p>	
<p>1. Do you have home/school contracts? 2. What opportunities do you offer for pupils to have their say? e.g. school council 3. What opportunities are there for parents to have their say about their son/daughter's education? 4. What opportunities are there for parents to get involved in the school or become school governors? 5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> • Our Home-School Agreement is sent out annually to all parents.

<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 Wood. Each year group nominates two school council members from Year 2-6 and they meet on a regular basis.
<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 parent/carer evenings. 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"> • At Grosvenor Road we run a PTA (Parents and Teachers) group. This group consists of staff, parents and carers. We organise half termly events such as the Summer Fair, Easter Bingo, Discos, Christmas Fair and much more. We are always looking for volunteers to help organise and lend a hand at events. If you would be interested please see our Learning Mentor, Mrs Abbotts; • 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.
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	<ul style="list-style-type: none"> • The Governing Body has an SEN designated Governor, Dr Michelle Perkin • The SENCO provides termly updates to the designated governor.

What Help and Support is available for the Family?

<ol style="list-style-type: none"> 1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 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? 3. How does the school help parents with travel plans to get their son/daughter to and from school?

What Help and Support is available for the Family?

<ol style="list-style-type: none"> 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"> • Mrs Johns, our SENCO, and Mrs Abbotts, our Learning Mentor 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.
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<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> • Mrs Johns and Mrs Abbotts liaise with all agencies and are able to support families with issues such as housing, benefit advice and home support. • Parents of children on the SEND register are provided with information about SIASS (Salford Information Advise and Support Service) • Speech and Language Drop in takes place yearly where parents can come and get information about how to access speech and language therapy through NHS clinics or schools buy in service.
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<ul style="list-style-type: none"> • If a child's Education, Health and Care Plan states that they will receive transport to and from school this is arranged by the SEN Team and transport services.
<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) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood?</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>	<ul style="list-style-type: none"> • NA
<p>2. What support is offered for young people leaving the school?</p>	<ul style="list-style-type: none"> • A thorough transition programme is in place for all Year 6 who are moving to high school. • Year 6 teachers meet with head of year 7 from the high school to pass information over. • SENCo will meet with the SENCo from the high school to pass over information
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<ul style="list-style-type: none"> • Our PSHE curriculum supports children through their school and personal life changes and prepares for the next stage in their educational career. • School Nurse visits to year 6 yearly • Year 5 and 6 children have access to trained counsellors from the charity GroundWork who work with children on different areas such

	<p>as transition, anxiety, conflict resolution.</p> <ul style="list-style-type: none"> The children in year 6 follow a programme called Real Love Rocks. The Real Love Rocks Resources are about helping all children and young people to think and chat about relationships, what they are, and how to keep happy and safe in them, whether that's now or in the future.
Extra Curricular Activities	
<ol style="list-style-type: none"> Do you offer school holiday and/or before and after school provision? If yes, please give details. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? How do you make sure clubs, activities and residential trips are inclusive? How do you help children and young people to make friends? 	
Extra Curricular Activities	
<ol style="list-style-type: none"> Do you offer school holiday and/or before and after school provision? If yes, please give details. 	<ul style="list-style-type: none"> Crackerjacks is a privately run child care service housed within school. They have a Breakfast Club that starts at 7:45am and After School Club that runs until 5:45pm each day, and a Holiday Club during the school breaks. Current information, including costs, can be obtained by contacting Crackerjacks on 07798913478. Start Active club is run twice weekly by our trained sports coaches
<ol style="list-style-type: none"> 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"> After school: Football, Dodge Ball, Dance, Athletics, Art club, Maths Jauguar club Lunchtime : Nurture group, Recorder lessons Before School:, Start Active Club for Key Stage 1 and 2. There is a small charge for dance club
<ol style="list-style-type: none"> 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 residential are fully inclusive.
<ol style="list-style-type: none"> How do you help children and young people to make friends? 	<ul style="list-style-type: none"> We have an ethos where everybody is treated with respect. This ethos is modelled by staff and pupils. We have a LSA's training in delivering 'Circle of Friends' to support children in making friends. SEAL programme as part of the curriculum. Assemblies

All our Policies can be downloaded from our website

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.
	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 (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.
	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
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.

	National Curriculum	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.
	OFSTED	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. 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 head teacher/deputy head teacher, 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.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
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 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
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	<p>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.</p> <p>If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).</p>
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.