

Our Local Offer 2024-2025

St. Thomas of Canterbury RC Primary School



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1. What additional support do we provide in the classroom?

- **St. Thomas of Canterbury RC Primary School has been judged as outstanding by OFSTED (2023).**
- **In March 2018, we were rated the best primary school in Salford and the 4th in Greater Manchester. In July 2024, we were rated 10th in the 13 best performing primary schools in Greater Manchester.**
- **Our head teacher is an OFSTED inspector, an RE inspector for the Diocese of Salford and a NLE (National Leader of Education). He has been awarded an OBE for his services to primary education.**
- **We received another letter (Feb 18) of congratulations from the then Minister of State for Schools, Nick Gibb MP, congratulating St Thomas of Canterbury for the very high level of progress our school has made in reading, writing and mathematics in the 2017 national key stage 2 tests.**
- Three teaching staff members are moderators (2x EYFS and 1x English) for the local authority.
- We have 21 teachers and 39 TAs working in our school. Most are trained to deliver a number of intervention programmes throughout our school. Additionally, we have a number of volunteers supporting our school on a regular basis. We pride ourselves on our high staff to pupil ratio, which maximises learning potential for all children. The staff to pupil ratio is even higher in the EYFS and KS1, as we endeavour to give all of our children the best start possible during these early years, when children learn the most. Our two Year 6 classes have 3 qualified experienced teachers.
- Quality first teaching and personalised learning for all children takes place in all classrooms. The impact of this quality first teaching is reflected by the fact that standards in English and Maths by the time children leave our school have been consistently above National Average. Children with SEND consistently achieve better than national expectations at end of KS2 SATs.
- Our expertise in all aspects of English have been recognised by our inclusion in the document 'Excellence in English and Moving English Forward' ([Ofsted Best Practice surveys 2011, 2012](#)) and also by being included on the Ofsted Best Practice website for English with a 15 minute video of the school's work.
- Each classroom is a dyslexia friendly and quality first environment where children's learning is nurtured and supported. Scaffolded toolkits,

numicon (place value apparatus), deines(place value apparatus) , washing lines, working walls, word walls, phonic walls, visual timetables, visualisers are all in common use throughout the school.

- We are working towards being an Autism Friendly School. The aim is to achieve effective education practice for all children and young people on the autistic spectrum. We work closely with the LA's Autism and Social Communication Team. The team provides support and training for children, teachers and parents.
- We have a designated ASD classroom for children with complex ASD and communication needs. Up to 9 children with a high staff to pupil ratio.
- Classrooms are well resourced.
- A large number of intervention programmes are in place for children who require extra support. A few examples of these include: Reading Recovery, First Class@Number, Talking Partners, Socially Speaking, Early Literacy Support, and Teodorescu Percepuo-Motor Programme (fine motor skills). These are taught in designated intervention rooms/areas.
- Staff in the EYFS, Acorn and KS1 are ELKLAN trained. Other staff training takes place as and when required.
- We have a designated TA to deliver SALT programmes in the EYFS. All TAS have had SALT training to deliver SALT programmes in classes.
- We utilise Pupil Premium funding where relevant.

2. What provision do we offer to facilitate access to the curriculum and to develop independent learning?

All of the above plus:

- Quality First teaching in all classrooms.
- 39 teaching assistants across the school providing support, including 1-1 support for children with EHCPs or pending EHCP.
- Dyslexia friendly classroom environment.
- WELLCOMM screening in the EYFS/KS1.
- WELLCOMM screening in KS2
- Autism Friendly classroom environments.
- Acorn Classroom for some of our children with autism.
- A new playground for our children in the Acorn.
- A differentiated curriculum in the Acorn.
- Part-time places (in the Acorn and in the mainstream classroom) for some of our children in the Acorn. □ Two Soundfield systems in two classes in school to support children with HI.
- Specialist furniture E.G Teezi chair's for a child with dwarfism.
- We buy back extra SALT provision for our children.

- We buy back extra EP provision for our children.
- Scaffolded learning for children with SEND.
- Scaffolded steps to learning.
- A Teaching Assistant employed to deliver individual speech and language programmes, who is responsible for planning, delivering and evaluating individual SALT programmes. They works closely with the school's LA Speech and Langugae Therapist. SALT targets are shared with parents and parents are advised on how they can help at home.
- Personalised learning programmes as appropriate eg for children with EHCPs.
- Visual and kinaesthetic approach to learning.
- Over learning of steps as appropriate.
- We make reasonable adjustments in all aspects of the curriculum as appropriate to meet the needs of every child.
- We utilise Pupil Premium funding as appropriate.
- We follow the SEND Code of Practice (2014).

- SEND children have IEP plans with SMART targets. These are shared with children and parents. Children know how to improve.
- For children with SEND, we follow advice, recommendations and targets suggested by external agencies. A few examples of these include: EP, LSS (Dyslexia, Dyscalculia, ASD, ADHD/ADD, Asperger Syndrome, Physiotherapy, Dyspraxia), Clinical Psychology, HI, VI, CAMHS, Early Help. These targets form part of the child's IEP.
- We use specific resources. A few examples of these include: coloured overlays and reading rulers for children displaying dyslexic traits, ipads, laptops, 'Join Me' app for VI children, memory games and personalised visual timetables.
- Our EYFS is an 'I CAN' accredited unit. They are experts in helping children develop speech, language and communication skills. The I CAN mission and that of the unit is that no child should be left out or left behind because of a difficulty in speaking or understanding. The school buys in an independent Speech and Language Therapist. On entry into Nursery and Reception, children's SALT is baseline assessed by her and ELKLAN trained staff working on the unit. Children are then placed into groups according to SALT needs and programmes are delivered in-house throughout the school year. Children are re-assessed at the end of each term. The in-house assessment may also lead to individual referrals for some children or whole class intervention for some classes. SALT information is shared with parents and they are advised on how they can help at home. The programme is very successful.
- We use AFL. Assessment for learning (AfL) is an approach, integrated into teaching and learning, which creates feedback for students and teachers in order to improve learning and guide their next steps. AfL is concerned with maximising the feedback process (teacher to student and student to teacher) to optimise student learning. Children know how to improve.
- Flashback Four- in all foundation subjects to aid memory retrieval and long term memory.
- TAC/MAM meetings, Annual Reviews (EHCPs), Assess, Plan, Do and Review Cycles enable children to access the curriculum and develop into independent learners.
- Attainment of all groups, including SEND, and those in receipt of Pupil Premium children at the end of KS2 is above National Average.

3. What are our staff specialisms/expertise around SEND or disability?

- The school has an experienced SENCO (3 yrs as SENCO, 9 years teaching). She has release time to manage SEND in the school. She is currently completing the NPQ SENCO award.
- The school has another SENCO (1st year as SENCO, 7 years teaching), who also has release time to manage SEND in the school.
- We have 20 ELKLAN trained staff. There is a rolling programme of training, especially for our Early Year's, Acorn and KS1 staff.
- There are 5 HLTAs, one of whom is an NNEB, and one has a degree in Early Years.
- We have employed a retired SENCO to work as a HLTA to deliver Reading Recovery throughout the school.
- Examples of staff training: Dysphagia, Downs Syndrome, Signing for children with Down's Syndrome, manual handling training, Team Teach training, Dyslexia friendly school.
- Some of our TAs are level 3 trained.
- TAs are trained to deliver a number of intervention programmes: Letters and Sounds, Reading Recovery, Talking Partners, Better Reading Partnerships, SALT, First Class @ Number, Early Literacy Support, Socially Speaking, Time to Talk. □ Some staff are trained First Aiders and Paediatric First Aiders.
- All staff have received ASD training and Dyslexia training.
- Many TAs are specialising in SALT.
- Teaching staff have attended SMART IEP training.
- There is regular training regarding the current medical needs of children eg Epipen, Asthma, Epilepsy. □ The school receives LA support from trained VI, HI, LSS and Physiotherapy personnel.
- Support and advice from SENCOs; writing IEPs, monitoring IEPs, tracking progress of SEND children.

4. What ongoing support and development do we offer for staff regarding supporting children with SEND?

- Support and advice from SENCOs when writing IEPs, monitoring IEPs and tracking progress of children with SEND.
- CPD training is offered regularly (as above) and on a needs basis.
- At the end of school year, teachers meet with the next class teacher to handover SEND information and to write IEPs together, ready for the new school year in Autumn.
- Standards meetings take place twice a year with the Head teacher. These may also lead to consultation meetings with SENCO regarding the progress of SEND children.
- SENCO organises training on a needs basis eg Meeting the Needs of Children with Down's Syndrome in a Mainstream Setting, Advanced Sensory Training
- Staff may request training. Eg Autism, SALT □ ECT mentoring

□ SEND staff meetings Eg Attachment Theory, progress of children with SEND, Ofsted and SEND, SMART IEP targets

5. What arrangements do we make for reasonable adjustments in the curriculum and to support pupils during exams? Please 2 above plus:

- We act upon advice from all external agencies for example:
 - enlarging print for VI children
 - sitting at the front away from windows for HI children, use of radio aids which school purchases
 - use of 'Join Me' app and ipads/laptops for VI children
 - rest breaks for children with Narcolepsy
 - personalised visual timetables for children with ASD traits
 - quiet work stations for children with ASD traits
 - use of coloured overlays, highlighting pens and reading rulers for children with dyslexic traits
 - sensory tent
- During tests children receive the same support as they do in the classroom. For example: children with narcolepsy will take breaks during the tests.
- Children with behaviour issues or test anxiety issues take their tests in our smaller intervention rooms.
- In addition, some children may have readers or scribes or extra time depending on their SEND.
- All scribes are fully trained before the tests take place.

6. How do we share educational progress and outcomes with parents?

- At the start of school year, there is a general meeting for all parents in each class.
- Parents of children in Year 2 and Year 6 are updated regarding SATs preparation, targeted and expected attainment.
- Throughout the year, there are 2 Parents' Evenings and there is an end of year written annual report to parents.
- IEP review meetings are in line with the school's assessment schedule. During these meetings, IEPs are evaluated with parents and children. Recommendations for new targets are also discussed. Resource packs are set up by individual teachers and sent home. Parents are encouraged to ask for more when these are completed.
- Progress and outcomes are also discussed during consultation meetings with the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any EP assessments.
- Progress and outcomes of assessment by other agencies are also discussed during consultation meetings.
- The progress of children with an EHC plan are discussed at their annual reviews. At their Year 5 annual review, transition to high school

is discussed with parents and the LA. TAC and MAM meetings are called as and when required.

- Parents may be invited into school to discuss their child's progress at any time and we always welcome parents' views.
- Celebrating educational progress including the progress of children with SEND is also shared with parents via Good News certificates, which are awarded at our Good News assemblies. The Minerva Award (new March 2018) is presented to one child per half-term in each year group. Growth Mindset medals are also awarded at the Good News Assemblies. We give out Golden Pens and awards for neat handwriting. We also give out reading challenge badges.
- Educational progress is also shared via Certificates and Trophies, which are presented at our annual KS2 Presentation Evening and KS1 Presentation morning.

7. What external teaching and learning opportunities do we provide?

- We offer many learning opportunities outside of the school environment including residential trips, trips supporting the curriculum and transition trips to local high schools, after school clubs □ We utilise Pupil Premium funding as appropriate.
- A bespoke after school play club for the acorn children.

8. What arrangements are in place to ensure that support is maintained if your child is educated off-site?

- We liaise closely with staff regarding any off- site provision we may use.
- Risk assessments are written as and when required.
- Reasonable adjustment are made as and when required.

Annual Reviews

1. What arrangements do we have in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

- The school follows LA guidelines:
 - all parties are involved and are invited
 - review meetings are held at a convenient location, usually the school, advance notice given for meetings.
 - review meetings are held at a convenient time for parents who work/have commitments during the day
 - consultation with staff takes place prior to the meeting
 - views of all parties are sought prior to the meeting
 - parents are made aware of Parent Partnership support

- interpreters are book as and when required
- parents are encouraged to bring a friend
- EHC Hub login for parents- to add views and see reports from other professionals, prior to the annual review

2. What arrangements do we have in place for children with other SEN support needs?

□ We have extensive provision for children with SEN including:

- SENCO support
- High adult to pupil ratio
- Phonics intervention
- Targeted readers
- Pupil Progress children (children chosen per class, per term are targeted for intervention depending upon needs, Head teacher monitors the progress of these children)
- Local Authority HI teacher
- Local Authority VI teacher
- Local Authority ASD teacher and TA
- Educational Psychologist for assessments and strategies
- Dyslexia good practice
- ASD good practice
- SALT programmes are taught and reviewed
- Ear defenders
- Soundfield system
- Specialist chairs and furniture

Keeping Children Safe

1. What handover arrangements do we make at the start and end of the school day?

- At the start of the school year, each teacher and their TAs know their SEN children and who are vulnerable in terms of being safe.
- They are aware of handover arrangements at the start of and at the end of school day.
- In the absence of the class teacher, this information is passed on to cover teachers.
- In addition, at the start of the day, an extra member of staff is on duty to ensure late comers get into school safely.
- At the end of the day children are not released until parents are seen by the class teacher/TA.
- Staff are on duty to ensure safe handover of children.

- Procedures are in place for a missing child at the end of the school day.
- No parent/adult is allowed to take another child, who is not their own, home on that day, unless the office has been informed by the child's parents of the arrangement.
- Children, who are not picked up, are taken to the office where a member of staff looks after them until they are picked up. Sometimes this may involve a phone call or a lift home.
- We have 1 disabled designated parking bay.

2. What support do we offer during breaks and lunchtimes?

- We make appropriate and reasonable adjustments where necessary.
- All staff and welfare staff at lunch time are aware of our vulnerable SEN children.
- They will intervene with support if necessary and when necessary.
- Playground buddies
- Arrangements are made for some children to have 1-1 support during breaks and lunch times.
- Children who are a flight risk wear visible jackets.
- A separate playground has been built for our Acorn Classroom children
- We have employed a staff member from our PE buy-in service to facilitate sports games during lunch time play.

3. How do we ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)

- We follow LA guidelines:
 - Risk assessments are undertaken for all school trips and individual risk assessments written for pupils in conjunction with the parent, school nurse or any outside agency eg downs syndrome
 - Venues are advised of vulnerable SEN children.
 - Staff to pupil ratio is adhered to and in some cases extra staff/parents are invited to support vulnerable SEN children.
 - We only use transport recommended by SALFORD LA.
- PE lessons are always supervised by the class teacher and a TA.
Risk assessments for individuals as and when required. PE equipment is regularly inspected.
- During lunch time, Year 6 prefects are on duty to guide children into the dining room and ensure no running on the corridors. The number of Welfare staff has been increased to improve safety and quality of provision.

- Throughout the school day, including breaks and lunch times, we operate a Red Card System, which is used in an emergency to get help.
- During an emergency, we never leave a child unattended.
- The safety of vulnerable SEN children is considered during Fire risk assessments. These children have an individual evacuation plan.

4. What are our arrangements for undertaking risk assessments?

We comply with Salford LA guidelines.

5. Where can parents find details of policies on bullying?

Our school Policies can be found on our school Website, or hard copies available on request at the school office.

Health (including Emotional Health and Wellbeing)

1. What is our school's policy on administering medication?

- We follow LA guidelines and national guidance on managing medical conditions in schools.
- School has a policy on medicine administration, which has been ratified and agreed by governors.
- We have 38 first-aid trained staff who are responsible for administering medicines, which are clearly labelled and kept safely in the school's main office, classrooms or on the EYFS unit.
- Care-plans are in place and shared with appropriate staff.
- SENCO is responsible for organising annual staff training/as and when required training regarding the medical conditions of children in our school.

2. How do we work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- We follow LA guidelines.
- A meeting is held with the parent/carer, SENCO, school nurse and any other professionals who are involved with the pupil.
- A care plan is put into place.
- The Care Plan is then shared with staff including kitchen staff depending on the condition and monitored by the SENCO and office

administrators who are first aiders.

- Parents are consulted should there be any adjustments made to the plan.
- Equally, parents can come into school and meet with the SENCO, if they feel the plan needs to be amended.

3. How do we manage medical emergencies?

- Use the school's internal Red Card System. ☐ Call 999.
- Contact a qualified first aider.
- Contact parent/carer, collect them or pay for a taxi if required.
- In the absence of parent/carer, a first aider would accompany the pupil to the hospital.
- If language is an issue, the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.
- A child is never left alone.
- The incident is logged and various forms are completed.
- Parents/Carers are encouraged to keep school informed of the child's progress. ☐ Our school has 1 defibrillator.
- All staff have been trained in CPR and choking.

4. How do we ensure that staff are trained/qualified to deal with a child's particular needs?

- All staff are trained every 18 months on Safeguarding/Child protection.
- Relevant staff undertake external courses provided by the LA and private companies.
- Relevant staff are trained on how to use an epi pen.
- Relevant staff all trained on medical conditions eg asthma.
- Our Attendance and Support Officer supports parents with Early Help documentation.
- The Child Protection Officer is trained on how to make a referral eg to RIAT.
- The Attendance and Support Officer is trained on how to make a referral to the EWO.
- We consult our school nurse.
- Staff have been trained on how to use our defibrillator.

Communication with Parents

1. How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?

- All staff members wear lanyards with identification cards.
- This information is available on the school website.
- The information is also available on certain policies eg Behaviour Policy, the SEND Policy. (See school website)
- Before the end of the school year, parents are informed of their child's teacher for September.
- Parents meet their child's new teacher during the general meeting in September. □ Teachers inform parents of who to contact when they have a concern.
- Parents can talk to the teacher at the start of the day or at the end of the day.
- Parents can contact the office to make an appointment.
- Parents can meet with our Attendance and Support Officer.

2. Do parents have to make an appointment to meet with staff?

- 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.
- All parents' concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.

3. How do you keep parents updated with their child/young person's progress?

- Throughout the year, there are 2 Parents' Evenings and there is an end of year annual report to parents.
- IEP review meetings take place 3 x year. During these meetings, IEPs are evaluated with parents and recommendations for new targets are discussed. Resource packs are set up by individual teachers and sent home. Parents are encouraged to ask for more, when these are completed.
- Progress and outcomes are also discussed during consultation meetings with outside agencies eg the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any assessments.
- The progress of children with EHCPs is discussed at their annual reviews. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Interim meetings may also be held.
- Parents may be invited into school to discuss their child's progress at any time.

4. Do we have Open Days?

- Parents are invited to our annual Sports Day and some take part the Parents' Race.
- Each year, the new Nursery intake are invited onto the unit to meet the staff and familiarise themselves with the environment.
- Prospective new parents and children are invited to tour the school.
- Depending on the need, sometimes special arrangements are made for children with SEN eg phased transition over a longer period of time.
- Twice a year, we hold the Parish Fair in school.

5. How can parents give feedback to the school?

- During Parents' evening, parents are encouraged to complete evaluation sheets.
- Questionnaires are sent home.
- Feedback can be given via the school website.
- Parents are welcome/free to call school at any time.
- Parents can email school and teachers.

Working Together

1. Do we have home/school contracts?

Yes, these are updated in September and given to new arrivals.

2. What opportunities do we offer for pupils to have their say?

- We have a School Council.
- Pupil's views are sought during monitoring of general teaching or subject monitoring.
- Pupils' views are sought during IEP review meetings.
- Pupils with EHCPs views are sought before their annual review.
- Pupil questionnaires
- Playground development group
- Thomas' Troops

3. What opportunities are there for parents to have their say about their son/daughter's education?

Opportunities are available during:

- Parents' Evenings ○ SEND review meetings ○ Consultation meeting with the EP or other outside agencies.
- Parents' views are sought before an annual review. ○ Parents' views are sought during the EHCP process. ○ We have an Open Door policy. ○ Parents can arrange a meeting with their child's teacher. ○ Parental questionnaires ○ Parental questionnaires are sent out with their child's end of year report.
- Parent Workshops
- Year Group meetings EYFS -Year 6

4. What opportunities are there for parents to get involved in the school or become school governors?

- We are a maintained church school and parents are encouraged to be fully involved in the life of the school, including becoming a governor.
- Our welfare staff are often parents.
- Parents who speak a different language eg Polish are invited to help new EAL arrivals who speak that language and to support their parents. It depends on the language and the need.
- Parents are invited to help on school trips. □ Parents are invited to hear readers.
- Parents are invited to help 'clean up the grounds.' These include God's Garden, the alleyway, and general turfing. □ Parents on courses are welcome to do their placements here to gain experience working with children.

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)

- We have a Governor link to SEN and to Pupil Welfare.
- Governors attend attendance and behaviour panels.
- Governors are encouraged to support and challenge the work of the school.
- Governors are briefed.
- The school uses a wide range of outside agencies to support the needs of our SEN children eg Early Help, Gaddum

What Help and Support is available for the Family?

1. Can we offer you help when completing SEN forms and paperwork?

- Yes, we will help you at every stage.
- The SENCO may also advise you.
- Our Attendance and Support Officer will also offer support in completing paperwork.
- Parents can access support from the school office.
- Sometimes, parents are offered this service at a parental meeting or by phone.
- Home visits are undertaken if parent/carer can not get into school.
- There are close links with Parent Partnership, who also support our parents with the completion of forms. A referral to SIASS/ IASS Manchester to support parents of SEND children
- If required, school organises and pays for interpreters and transcripts.

2. What information, advice and guidance can parents and young people access through the school?

- Our Attendance and Support Officer, office staff, school nurse, SENCO and Parent Partnership can provide some information and support.
- We will help in any way we can.

3. How can we help parents with travel plans? (to get your son/daughter to and from school?)

- We follow the LA guidelines in respect of their Transport Policy. In addition, we will advise and support parents in resolving travel related issues.

Transition from Primary School and School Leavers

1. What support do we offer Year 6 pupils moving to High School?

- The following takes place annually:
- Year 7 co-ordinators visit us to speak to pupils in Year 6.
 - Year 6 pupils visit their High School during the year.
 - Year 5 pupils visit their High School during the year.
 - Pupils who need buddying at High School are put in the same form to support each other.
 - Extra transition days are arranged during the Year 5 annual review for pupils with EHCPs when required.
 - For children with EHCPs, we hold a transition review meeting in Year 5.
 - At the Year 6 annual review, a teacher/ SENCO from their new high school will be invited to attend.

2. What advice/support do we offer young people and their parents about preparing for adulthood?

- There are constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life.
- We provide good role models of behaviour to pupils by the way staff treat each other and the pupils.
- The Catholic ethos permeates all aspects of school life and our aim is to develop independent skills, skills for life and nurture rounded individuals who can find their way in society.
- Our PSHE curriculum offers support and advice.
- Our Religious Education curriculum offers support and advice.

Extra Curricular Activities

1. Do we offer school holiday and/or before and after school provision?

- We offer after school care 5 days a week, from 3.15pm to 5.55pm.
- We offer before school care 5 days a week, from 8am to 9am.
- The children have their own after care room with an outdoor play area. They take part in a wide range of activities including use of the ICT suite, School Library, PE hall and outdoor sports. They also visit the local park weather permitting.

2. What lunchtime or after school activities do we offer?

- There are a number of after school activities, which we actively encourage pupils to participate in eg Cooking, Science, Arts and Crafts, , Football, Games, ICT Club, Eco Club, and French, Music etc. We do not normally charge for any of these activities.
- A bespoke after school club for the children in the acorn.
- We also offer Reception booster clubs to support children who may be at risk of not achieving ELG at the end of EYFS.
- EYFS also provide nurture clubs to support children's PSED through engaging and fun activities.
- During lunch time, there a number of trained welfare staff, who engage children in play activities. There are a range of activities and lots of equipment for the children to play with. All of this is overseen by one of the school's assistant head teachers, who is on duty every day.
- We use Pupil Premium Funding as appropriate.

3. How do we make sure clubs, activities and residential trips are inclusive?

- Parents of vulnerable SEN children are invited to come to school to discuss their child's SEN and how their needs can be met in the event of a special trip or activity.
- Regarding residential trips, risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. We offer 1--1 support or small group support for SEN pupils. As far as possible, a first aider goes on the trip.
- We make reasonable adjustments in all cases.
- We use pupil funding as appropriate. □ Clubs are open to all children.

4. How do we help children and young people to make friends?

- We buddy children up on the playground and new EAL arrivals with no English.
- We have Reading Buddies across the year groups and within classes.
- We provide 1-1 support for children who find socialisation more difficult.
- The Catholic ethos of the school encourages children to care for and respect each other.

SENCOs Next review: January 2024

Weblinks to Key Policies

e.g Behaviour policy, Antibullying policy, SEN policy

	Annual Review	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
ADHD/ADD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <ul style="list-style-type: none"> • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
	Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASC		Autism and Social Communication Team

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': <ul style="list-style-type: none"> • Socialisation - poor social skills; • Communication - difficulties with speech language and communication; □ Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.
CAMHS		Children and Adolescent Mental Health Service
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	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.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
ECT		Early Career Teacher

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.
ELKLAN		Training to enhance children's speech and language development
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.
	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'.
EWO		Education and Welfare Officer
EYFS	Early Years and Foundation Stage	Nursery and Reception classes
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.
HLTA		Higher Level Teaching Assistant

	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 and IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should

		be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN.
KS1/KS2	Key Stage	Infants/Juniors
	Learning Mentors	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
LA	Local Authority	Each council has 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.
LSS		Learning Support Service
MAM		Multi-Agency Meeting
	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.
PSHE		Personal, Social and Health Education
PSED		Personal, Social & Emotional Development
PPO	Parent Partnership Officer	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active

		and informed role in their child's education.
	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.
	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.
	Pupil Premium	Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England.
SALT		Speech and Language therapy/therapist
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.
SMART		Specific, Measurable, Achievable, Realistic, Time bound
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.
	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	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	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.
TAC		Team around the child meeting
	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.
WELLCOMM		A Speech and Language Toolkit for Screening and Intervention in the Early Years