

**Salford City Council**

**Our Local Offer 2026-2027**

**St. Thomas of Canterbury RC Primary School**



SENCOs: Mrs Tuson & Miss McDonagh [admin@stthomasofcanterburyprimaryschool.co.uk](mailto:admin@stthomasofcanterburyprimaryschool.co.uk) (FAO SENCO)

School Context	
<p>St. Thomas of Canterbury RC Primary School has been judged as outstanding by OFSTED (Dec 2023). Inspectors said that pupils at St Thomas of Canterbury RC Primary School achieve exceptionally well. Pupils' behaviour is impeccable. The school is extremely ambitious for all pupils, including those with special educational needs and/or disabilities SEND.</p> <p>We have 21 teachers and 45 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.</p> <p>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.</p> <p>Three teaching staff members are moderators (2x EYFS and 1x English) for the local authority.</p>	
Teaching & Learning	
<p>What Additional Support do we provide in the classroom?</p>	<p>We provide Quality First Teaching, an inclusive, high-quality teaching approach designed to meet the diverse needs of all pupils within a mainstream classroom, with a focus on high expectations and personalised learning.</p> <p>Each classroom is a total communication environment where multiple methods of communication are used. Our EYFS and KS1 classrooms have also adopted Signalong to further support communication and language development.</p> <p>High ratio of Teachers/Support staff throughout the school.</p>
<p>What provision do we offer to facilitate access to the curriculum and to develop</p>	<p>We offer high quality Ordinarily Available Inclusive Provision (OAIP) within our school. This outlines the inclusive practices and support that all schools and educational settings in Salford are expected to provide through their existing resources. This provision aims to ensure that all children and young people, including those with Special Educational Needs and Disabilities (SEND), are able to access learning, participate fully, and thrive within their educational environment.</p>

<p>independent learning?</p>	<p>Communication is a significant focus within our early years provision. Children are screened on entry using the WELCOMM tools, and those identified as working below expected levels are supported appropriately.</p> <p>We are currently working alongside LSS to revalidate our dyslexia friendly school status.</p> <p>Each classroom has a wellbeing space.</p> <p>A small % of children in Reception, Y1 &amp; Y2 benefit from access to a low arousal-learning environment.</p> <p>We offer a sensory space for our KS2 children – The Ivy Room.</p> <p>We work collaboratively with external services to remove barriers to education.</p>
<p>What are our staff specialisms/expertise around SEND or disability?</p> <p>What ongoing support and</p>	<p><b><u>The SEND Team</u></b></p> <p>We have a dedicated and experienced SEND team, which includes 4 teachers across all key stages.</p> <p>The SEND team have completed Salford's SENCO training offer.</p> <p>The SEND team attend termly SENCO meetings within the local authority to keep updated with current SEND practices. We are also actively involved within our local SENCO cluster.</p> <p>We have regular meetings with our allocated SEND worker, Gini Johnson to support with strategic duties &amp; improving provision within our school.</p> <p>The lead SENCO has 11 years teaching experience and 5 years' experience as SENCO. They also have the NPQSENCO qualification.</p> <p>Another SENCO is undertaking the NPQSENCO qualification in September 26.</p> <p>The SEND team have sufficient release time to carry out SEND duties.</p>

<p>development do we offer for staff regarding supporting children with SEND?</p>	<p>The SEND team carry our regular monitoring of SEND provision &amp; provide feedback to teaching staff.</p> <p><b><u>Whole School Training</u></b></p> <p>Training is provided throughout the year and is carefully tailored to meet the evolving needs of our children. We make use of training packages from EPS, SALT, LSS, 0–19 Services, and Salford SEND Leaders to continually upskill teachers and support staff. This ensures high-quality provision for pupils while supporting ongoing professional development for all staff.</p> <p>We are working towards becoming an Emotionally Friendly Setting.</p> <p>A high % of staff are ELKAN trained to support communication throughout the school.</p> <p>All EYFS/KS1 staff are Signalong trained as an additional communication method within classrooms.</p> <p>There are 5 HLTAs, one of whom is an NNEB, and one has a degree in Early Years.</p> <p>Support staff benefit from termly in-house training. Training is delivered by senior leaders and external professionals.</p> <p>Teachers are supported by LSS to develop high quality IEPs.</p> <p>Medical training is delivered by LA services to support the medical care of the children in our school. A high % of staff are trained in paediatric first aid.</p> <p>ECTs receive additional mentoring from the SEND team.</p>
<p>What arrangements do we make for reasonable adjustments in the</p>	<p>Reasonable adjustments are put in place to help a child with additional needs to access learning, school activities, and the wider school environment alongside other pupils. Adjustments are based on the child's individual needs and aim to remove barriers to learning, participation, communication, or wellbeing. We work with parents and external professionals to agree what support is reasonable and effective.</p>

<p>curriculum and to support pupils during exams? Please 2 above plus:</p>	<p>Examples of reasonable adjustments can include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• providing extra time/quieter learning environment for tasks or tests</li> <li>• pupils may have the use of a scribe during tests</li> <li>• adapting classroom seating or lighting</li> <li>• adaptive visual prompts within the classroom e.g. Widget</li> <li>• using visual timetables or simplified instructions</li> <li>• allowing movement breaks or sensory supports</li> <li>• providing assistive technology or specialist equipment</li> <li>• adapting behaviour policies where appropriate</li> <li>• offering adult support or small-group teaching</li> <li>• ensuring trips, clubs, and activities are accessible</li> </ul>
<p>How do we share educational progress and outcomes with parents?</p>	<p>We invite parents to attend a welcome meeting at the beginning of each academic year.</p> <p>We invite parents to attend 2 progress meetings in autumn &amp; spring and a written report is provided at the end of the academic year. Children with identified SEND may receive a longer appointment to discuss additional support in place.</p> <p>IEPs are reviewed and new targets are shared with parents at the end of each of half term. Parents are updated on their child's SEN status and the support in place for the next term (monitor list/SEN support/ EHCP).</p> <p>We invite parents to attend half-termly drop-in sessions, held by the school SENCOs to discuss any SEND concerns. Parents are informed via parenthub and can contact the school office to book an appointment.</p> <p>Parents in Year 2 &amp; 6 are invited for additional meetings regarding SATs.</p> <p>We welcome feedback from parents. Teaching staff are available at arrival and collection times for parents to share updates &amp; feedback. An additional meeting may be offered, if required.</p>

	<p>Celebrating educational progress is also shared with parents via Good News certificates, which are awarded at our Good News assemblies.</p> <p>Parents may also be invited to attend additional meetings, which involve the school SENCO, or external professionals (early help, EP, SALT, LSS).</p>
<p>What external teaching and learning opportunities do we provide?</p>	<p>We are committed to enhancing our pupils' cultural capital through a wide range of enriching experiences that complement and extend their learning. Educational visits are carefully planned to support current curriculum topics while providing valuable real-world experiences. Throughout the year, pupils benefit from workshops delivered by external providers, which may include farm visits, theatre productions, and author visits. These curriculum enhancements are strategically planned across all year groups, from Nursery to Year 6, ensuring that personal development is prioritised throughout each child's journey at our school.</p> <p>Year 5 pupils are invited to attend the annual residential trip alongside their new Year 6 teachers.</p> <p>Leadership opportunities are carefully planned to develop pupils' sense of responsibility. Pupils take on a range of leadership roles, including participation in the pupil parliament, school council, and prayer leadership, enabling them to contribute positively to school life and the wider community.</p> <p>We also organise visits to our linked secondary schools to support children with transition.</p> <p>In addition, we offer a range of sporting after-school clubs, where pupils have opportunities to attend tournaments with local schools.</p>
<p>What arrangements are in place to ensure that support is maintained if your child is educated off-site?</p>	<p>We liaise closely with staff regarding any off- site provision we may use.</p> <p>Risk assessments are written as and when required. Some children may require an individual risk assessment to identify any additional risks and support required.</p> <p>Risk assessments are uploaded to evolve prior to trips and visits.</p> <p>Risks assessments are shared with all relevant parties.</p>

Reasonable adjustments are made as and when required.

### Annual Reviews

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

Annual reviews take place annually. For children under 5, annual reviews take place every six months.

All parties involved are invited to the annual review meeting, and advance notice is provided. Parents and professionals are invited via the EHC Hub and parents also receive an additional invitation letter.

The parents & child are asked to complete the parent and child views document prior to the meeting.

Teachers and external professionals provide reports detailing the child's progress towards their EHCP outcomes. Teachers also celebrate areas of progress and identify where additional support may be required.

Preparation for Adulthood (PfA) is considered at every key stage, with discussions about appropriate support taking place during each annual review. Pupil voice is gathered using the Salford PfA document to ensure that pupils' views, aspirations, and outcomes are reflected in the planning process.

Review meetings are held in a convenient location, usually at the school, and are typically scheduled at the beginning of the school day or close to pick-up time to support parental convenience.

Accessibility needs are carefully considered, and translators are booked where required.

An annual review may also be arranged sooner at the request of any involved party.

Parents are informed about Parent Partnership Support available through the Local Authority. Parents are also signposted to the Local Offer.

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

When a child is identified as having a Special Educational Need (SEN), they are placed on the SEN register and parents or carers are informed.

Needs may be identified through information shared by parents, classroom observations, and assessment outcomes. The school may also use additional screening tools to help identify specific areas of need.

Parents are encouraged to not hesitate to speak to the class teacher if they have any concerns about their child. Parents are also encouraged to attend SENCO drop in sessions held each half half term if they have concerns.

A meeting with the class teacher and/or SENCO may then be arranged to discuss appropriate support and next steps. The first cycle of the graduated approach will begin. This support may include an Individual Education Plan (IEP) or a literacy/numeracy intervention plan.

School follow Assess, Plan, Do & Review cycles of support. Cycles typically last a term; however, there may be support plans that set longer term targets e.g. SALT/Literacy/Numeracy Programmes.

Consultation with external professionals, such as educational psychologists, speech and language therapists, occupational therapists, or specialist teachers, where needed.

Adaptations will be put in place to meet the individual needs of pupils. The learning environment will also be considered and reasonable adjustments will be made. Additional adult support will be put in place, where appropriate.

Provision and progress will be reviewed on a termly basis to ensure support remains effective and responsive to the child's needs.

## Keeping Children Safe

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

Teachers/TAs welcome the children into the classroom as they arrive into school.

Senior leaders and the family support worker are often present in the playground during the start and the end of the school day.

At the end of the school day, children are released by the teacher/TA from their classroom door. Children will not be released until parents are seen by the teacher/TA.

At the beginning of each school year, parents are required to provide the school with an up to date collection list. Parents are required to notify the school if another person is collecting their child and they are not on the list.

The school will not release child to unfamiliar adults.

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 collected, are taken to the school office until parents are contacted. Parents may incur an aftercare fee for recurrent late pickups.

We have 1 disabled designated parking bay.

What support do we offer during breaks and lunchtimes?

A high % of welfare staff provide support during lunchtime. We ensure that all welfare staff are first aid trained.

A senior leader is present during outdoor play and every lunchtime.

Support staff are aware of vulnerable children and monitor them closely.

Children identified as being at risk may wear a high-visibility vest for easy identification and additional support. They may also have an additional risk assessment in place.

	<p>We have employed a member of staff from our PE buy-in service to facilitate sports games and structured activities during lunchtime play.</p> <p>Lunchtime clubs are offered throughout the year to provide children with a range of engaging and inclusive activities.</p>
<p>How do we ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>We follow LA guidelines.</p> <p>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.</p> <p>Staff to pupil ratio is adhered to and in some cases extra staff/parents are invited to support vulnerable children.</p> <p>We only use transport recommended by Salford LA. Risk assessment for journeys are also carried out.</p> <p>PE lessons are always supervised by the class teacher and a TA.</p> <p>Risk assessments for individuals as and when required. PE equipment is regularly inspected.</p> <p>During lunch time, Year 6 prefects are on duty to guide children into the dining room and ensure no running on the corridors.</p> <p>Throughout the school day, including breaks and lunch times, we operate a Red Card System, which is used in an emergency to get help from a nearby adult.</p> <p>During an emergency, we never leave a child unattended.</p> <p>The safety of vulnerable SEN children is considered during Fire risk assessments. These children may have an individual evacuation plan.</p>

<p>What are our arrangements for undertaking risk assessments</p>	<p>We comply with Salford LA guidelines.</p> <p>Risk Assessments are upload to evolve for review and approval.</p>
<p>Where can parents find details of policies on bullying?</p>	<p>Additional school policies can be found of the school website.</p>
<p>Health (Including Emotional Health &amp; Wellbeing)</p>	
<p>What is our school's policy on administering medication?</p>	<p>We follow LA guidelines and national guidance on managing medical conditions in schools.</p> <p>Parents must complete a medication form at the school office before a member of staff can administer medication.</p> <p>Medicines are always securely stored in accordance with individual product instructions, save where individual pupils have been given responsibility for keeping such equipment with them.</p> <p>All medicines shall be stored in the original container in which they were dispensed, together with the prescriber's instructions for administration, and properly labelled, showing the name of the patient, the date of prescription and the date of expiry of the medicine.</p> <p>All medicines will be returned to the parent to arrange for safe disposal when they are no longer required.</p> <p>An emergency supply of medication should be available for pupils with medical conditions that require regular medication.</p> <p>Parents should advise the school when a child has a chronic medical condition so that staff can be trained to deal with any emergency in an appropriate way. Examples of this include epilepsy and diabetes. A support plan will be signed by the parents in this regard. Staff may also require additional training for administering rescue medication.</p> <p>Parents must provide school with rescue medication to keep in school, if required.</p>

<p>How do we work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</p>	<p>We follow LA guidelines.</p> <p>A meeting is held with the parent/carer, SENCO, school nurse and any other professionals who are involved with the pupil.</p> <p>A care plan is put into place.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Parents are consulted should there be any adjustments made to the plan.</li> <li>• Equally, parents can come into school and meet with the SENCO, if they feel the plan needs to be amended. <ul style="list-style-type: none"> <li>- School may need to contact other professionals for advice and guidance. We will seek written consent from parents before initiating contact.</li> </ul> </li> </ul>
<p>How do we manage medical emergencies?</p>	<p>We have a defibrillator on site.</p> <p>A high % of staff are paediatric first aid trained.</p> <p>During any medical emergency a first aider should be alerted immediately and begin to administer any appropriate first aid and/or medical assessment and support. Staff should note the time of the incident.</p> <p>If emergency services are needed, a staff member other than the first aider attending to the child must make a call via a mobile phone to 999. The child's information should be located via SIMs and be readily available to share with the call handler/emergency response.</p> <p>Parents/carers will be contacted.</p> <p>In the absence of parent/carer, a familiar adult would accompany the pupil to the hospital. Another member of staff would follow on in the car.</p>

	<p>The incident is logged and relevant forms are completed.</p> <p>Parents/Carers are encouraged to keep school informed of the child's progress.</p>
<p>How do we ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained every 18 months on Safeguarding/Child protection.</p> <p>Training is provided throughout the year and is tailored to meet the evolving needs of our children. We utilise training packages from EPS, SALT, LSS, O-19 and Salford SEND Leaders to upskill teachers and support staff, ensuring high-quality provision and continued professional development.</p> <p>Relevant staff are trained on medical conditions e.g. asthma.</p> <p>Relevant staff are trained on how to use any rescue medication.</p> <p>Staff have been trained on how to use our defibrillator.</p> <p>We consult with our school nurse for further support, when needed.</p>
<p>Communicating with parents</p>	
<p>How do we ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?</p>	<p>All staff members wear lanyards with identification cards.</p> <p>Information regarding staff roles is available on the school website.</p> <p>Parents will be informed of the staff that will be working with their child at their annual welcome meeting.</p> <p>Before the end of the school year, parents are informed of their child's teacher for September.</p> <p>Parents have the opportunity to speak to the class teacher at the start or end of the school day.</p> <p>Parents can meet with our attendance &amp; support offer. They are also present in the playground at the beginning of the school day.</p>

	<p><b>Raising concerns about their child</b></p> <p>Parents are encouraged to discuss any concerns regarding their child's progress, needs, or provision initially with the class teacher.</p> <p>The class teacher will work in partnership with parents to consider the concerns raised, review the support currently in place, and discuss any appropriate next steps.</p> <p>Where additional advice or support is required, the class teacher may consult with the SENCO/Family Support. A further meeting may then be arranged to discuss outcomes, provision, and any additional support that may be needed.</p>
<p>Do parents have to make an appointment to meet with staff?</p>	<p>Parents have the opportunity to speak to the class teacher at the start or end of the school day.</p> <p>An appointment will be made if they request a meeting with teachers or the family support worker, due to their teaching commitment.</p> <p>All parents' concerns are dealt with as swiftly as possible; usually on the day of initial contact or soon after.</p>
<p>How do you keep parents updated with their child/young person's progress?</p>	<p>We invite parents to attend 2 meetings in autumn &amp; spring and a written report is provided at the end of the academic year. Children with identified SEND may receive a longer appointment to discuss additional support in place.</p> <p>IEPs are reviewed and new targets are shared with parents at the end of each of half term. Parents are updated on their child's SEN status and the support in place for the next term (monitor list/SEN support/ EHCP).</p> <p>We invite parents to attend half-termly drop-in sessions, held by the school SENCOs to discuss any SEND concerns. Parents are informed via parenthub and can contact the school office to book an appointment.</p> <p>Progress and outcomes are also discussed during consultation meetings with outside agencies e.g. the school's EP. Parents are given a report and a discussion takes place regarding the outcome of any assessments.</p> <p>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.</p>

	<p>Parents may be invited into school to discuss their child's progress at any time. Parents can also contact their child's class teacher if they would like an update regarding their child's progress.</p>
<p>Do we have Open Days?</p>	<p>We offer two open days each year for prospective EYFS parents.</p> <p>Prospective parents and children are invited to tour the school.</p> <p>Parents with children new to EYFS are invited to attend a school readiness workshop.</p> <p>Parents are invited to a welcome meeting at the beginning of each year.</p> <p>Twice a year, we hold the Parish Fair in school.</p> <p>We host a number of workshops throughout the year for all children to strengthen parent partnerships. This includes Maths workshops, festive stay and plays and mother's/ father's day breakfasts (EYFS only).</p> <p>Parents are invited to Christmas events &amp; Easter parades.</p> <p>Parents are invited to our annual sports day.</p> <p>We host an art exhibition each year to showcase children's work.</p> <p>Parents in EYFS are invited to attend weekly morning read sessions in the classroom with their child.</p>
<p>How can parents give feedback to the school?</p>	<p>We seek parental feedback through questionnaires.</p> <p>Parents are welcome to contact the school office or email <a href="mailto:admin@stthomasofcanterburycprimaryschool.co.uk">admin@stthomasofcanterburycprimaryschool.co.uk</a> (FOA _____).</p> <p>Parents also have the opportunity to speak to the class teacher at the start or end of the school day.</p>

	<p>Feedback can also be given during meetings with school staff.</p> <p>Parents also have the opportunity to provide feedback when they have received their child's annual report.</p>
Working Together	
Do we have home/school contracts?	Parents are asked to sign a parent code of conduct at the beginning of each academic year.
What opportunities do we offer for pupils to have their say?	<p>We have a School Council &amp; Pupil Parliament.</p> <p>Pupil's views are sought during monitoring of general teaching or subject monitoring.</p> <p>Pupils with EHCPs views are sought before their annual review.</p> <p>Pupil questionnaires</p>
What opportunities are there for parents to have their say about their son/daughter's education?	<p>We value working in partnership with parents to support the education of our children.</p> <p><u>Opportunities are available during:</u></p> <p>Parents meetings</p> <p>SEND meetings</p> <p>Consultation meetings with external services</p> <p>Parents' views are sought during needs assessments and referrals to external services.</p> <p>Parents' views are sought before an annual review.</p> <p>Parents' views are sought during the EHCP process.</p> <p>Communication with the class teacher.</p> <p>Parental questionnaires are sent out with their child's end of year report.</p> <p>Parent Workshops</p>
What opportunities are there for	When Parent Governor openings become available parents can put themselves forward.

<p>parents to get involved in the school or become school governors?</p>	<p>Some of our welfare &amp; support &amp; cleaning staff are parents.</p> <p>Parents accompany classes on school trips, when required.</p> <p>Parents are regularly invited into school to attend workshops and stay &amp; plays.</p> <p>Parents in EYFS are invited to attend weekly morning reading sessions.</p> <p>We welcome parent support in the maintenance of upkeep of God's garden.</p>
<p>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>We have a Governor link to SEN and to Pupil Welfare.</p> <p>Governors attend attendance and behaviour panels.</p> <p>Governors are encouraged to support and challenge the work of the school.</p> <p>Governors are briefed.</p> <p>The school uses a wide range of outside agencies to support the needs of our SEN children eg Early Help, Gaddum</p>
<p>Family Support</p>	
<p>Do you offer help with completing forms and paperwork? If yes, who normally provides this help</p>	<p>The SENCO can support parents to complete any forms relating to SEND.</p> <p>The class teacher can also support.</p> <p>The family support officer can support parents to complete early help assessments and any other relevant paperwork to support the family.</p>

<p>and how would parents access this?</p>	<p>Parents can contact the school office to arrange an appointment.</p> <p>The school will also share information to SIASS/IASS for impartial support.</p>
<p>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>	<p>The school will share regular communications regarding local services available to families.</p> <p>Salford local offer/Parent Carer Forum is regularly shared via the school website and during meetings.  <a href="https://directory.salford.gov.uk/kb5/salford/directory/site.page?id=XPWxxuwiPME">https://directory.salford.gov.uk/kb5/salford/directory/site.page?id=XPWxxuwiPME</a></p> <p>Parents are invited to workshops throughout the year to support their child.</p> <p>Parents are invited to welcome meetings at the beginning of each academic year.</p> <p>Information about the curriculum can be found on the school website.</p> <p>Parents new to EYFS are invited to school readiness workshops, held by EYFS teachers.</p> <p>The family support officer will share relevant support with families.</p> <p>School work with mental health and bereavement services to support children.</p>
<p>How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<p>We follow the LA guidelines in respect of their transport policy. In addition, we will advise and support parents in resolving travel related issues.</p> <p>The school Year 6 pupils to access public transport in preparation for high school.</p> <p>The family support officer will offer support to remove barriers to attending school.</p> <p>We will support parents to provide information to the local authority if transport needed for high school when in Y6.</p>

### Transition from Primary School & School Leavers

<p>What support do we offer Year 6 pupils moving to High School?</p>	<p>Year 6 attend transition days with feeder high schools.</p> <p>Year 7 leads comes into school and meets with the Year 6 teachers.</p> <p>Year 6 teacher communicates with SENCO's at all prospective schools.</p> <p>SENCO's from all high schools meets with our SENCO.</p> <p>We provide high schools with all recent reports relating to SEND.</p> <p>Year 6 attend transition meetings/experience days prior to moving.</p> <p>Additional transition arrangements are put in place for children with EHCPs/SEN support. Discussions around supporting transition begins in Y5 &amp; we will work closely with high school settings to ensure a smooth transition.</p>
<p>What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<p>The SENCO or family support officer will liaise with a child's new setting to share support that has been in place at our setting.</p> <p>We host careers &amp; aspirations workshops in KS2.</p>
<p>What advice/support do we offer young people and their</p>	<p>Preparing for Adult (PFA) is considered during every annual review. Children are supported to complete Salford LA PFA review forms.</p> <p>The school uses progression of PFA document to ensure opportunities are provided in each key stage to support the 4 key themes of PFA.</p>

<p>parents about preparing for adulthood?</p>	<p>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.</p> <p>Our PSHE curriculum offers support and advice.</p> <p>Our Religious Education curriculum offers support and advice.</p> <p>We work with Salford Youth Service.</p>
<p>Extra-Curricular Activities</p>	
<p>Do we offer school holiday and/or before and after school provision?</p>	<p>We offer breakfast &amp; aftercare care service.</p> <p>We offer various after school clubs that are delivered by staff members.</p> <p>We invite some children from Reception to attend breakfast &amp; after school clubs to support their learning.</p> <p>We signpost parents to holiday club provision in the local area.</p>
<p>What lunchtime or after school activities do we offer?</p>	<p>We have a sports coach to support with playground games during lunchtime.</p> <p>There are a number of after school activities, which we actively encourage pupils to participate in e.g. 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.</p> <p>We also offer Reception booster clubs to support children who may be at risk of not achieving ELG at the end of EYFS.</p> <p>EYFS also provide nurture clubs to support children's PSED through engaging and fun activities.</p>
<p>How do we make sure clubs, activities</p>	<p>We specifically track the inclusion of pupils with SEND in all extra-curricular clubs.</p> <p>Risk assessments are carried out &amp; parents are consulted.</p>

<p>and residential trips are inclusive?</p>	<p>Parents are consulted and a higher ratio of staff is offered to accompany their child if needed.</p> <p>Cost for residential or trip are calculated so that all children are included.</p> <p>We make reasonable adjustments in all cases.</p>
<p>How do we help children and young people to make friends?</p>	<p>We run the following interventions to support friendships:</p> <ul style="list-style-type: none"><li>Art Therapy</li><li>Lego Therapy</li><li>Friendship Intervention</li></ul> <p>PSHE lessons have themes around relationships.</p> <p>High % of welfare supervising interactions during lunchtime. A member of SMT is also present during this time.</p> <p>The Catholic ethos of the school encourages children to care for and respect each other.</p> <p>Prefects are invited to EYFS at lunchtime to support play and interactions.</p>

<b>Assessment</b>		<p>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.</p> <p>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.</p>
<b>ASC</b>		Autism and Social Communication Team
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':</p> <ul style="list-style-type: none"> <li>• Socialisation - poor social skills;</li> <li>• Communication - difficulties with speech language and communication; □ Imagination - rigid thought and resistance to change.</li> </ul> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
<b>CAMHS</b>		Children and Adolescent Mental Health Service
<b>Clinical Psychologist</b>		Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
<b>Code of Practice</b>		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.
<b>Differentiated Curriculum</b>		A curriculum that is specially adapted to meet the special educational needs of individual children.
<b>Dyscalculia</b>		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.

<b>Dyslexia</b>		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.
<b>Dyspraxia</b>		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.
<b>ECT</b>		Early Career Teacher
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> 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.
<b>ELKLAN</b>		Training to enhance children's speech and language development
<b>EP</b>	<b>Educational Psychologist</b>	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.
<b>Governors</b>		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'.
<b>EWO</b>		Education and Welfare Officer
<b>EYFS</b>	<b>Early Years and Foundation Stage</b>	Nursery and Reception classes
<b>HI</b>	<b>Hearing Impairment</b>	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.
<b>HLTA</b>		Higher Level Teaching Assistant

<b>Inclusion</b>		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.
<b>IEP</b>	<b>Individual Education Plan</b>	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.
<b>KS1/KS2</b>	<b>Key Stage</b>	Infants/Juniors
	<b>Learning Mentors</b>	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.
<b>LA</b>	<b>Local Authority</b>	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.
<b>LSS</b>		Learning Support Service
<b>MAM</b>		Multi-Agency Meeting
<b>National Curriculum</b>		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.
<b>OFSTED</b>		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.
<b>PSHE</b>		Personal, Social and Health Education
<b>PSED</b>		Personal, Social & Emotional Development
<b>PPO</b>	<b>Parent Partnership Officer</b>	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.
<b>Personalised Learning</b>		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.

<b>Phonics</b>		A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
<b>Physiotherapists</b>		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.
	<b>Pupil Premium</b>	Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England.
<b>SALT</b>		Speech and Language therapy/therapist
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	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.
<b>SEN</b>	<b>Special Educational Needs</b>	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.
<b>SMART</b>		Specific, Measurable, Achievable, Realistic, Time bound
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<b>SEN</b>	<b>Special Educational Needs</b>	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.
<b>Statement of Special Educational Needs</b>		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 <sup>st</sup> 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.
<b>Statutory</b>		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
<b>Assessment</b>		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.

<b>TAs</b>	<b>Teaching Assistants</b>	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.
<b>TAC</b>		Team around the child meeting
	<b>Transition</b>	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.
<b>VI</b>	<b>Visual Impairment</b>	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.
<b>WELLCOMM</b>		A Speech and Language Toolkit for Screening and Intervention in the Early Years