

Local Offer: Alder Brook Primary Partnership Centre

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| Teaching and Learning |
| **What additional support can be provided in the classroom?**  At Alder Brook we have a number of support staff who work with the young people to assist and support the teacher. This is often a Teaching Assistant (TA) (who is an additional member of staff) who works under the direction of a teacher. TAs work with small groups and on a 1:1 basis with pupils who need extra help with their learning and/ or social and emotional needs. They try to do this by supporting their development of concepts and vocabulary and reinforcing the learning following a lesson. They will also provide opportunities to have additional practice in a particular subject area, or working through differentiated materials with them. TAs assist with developing pupils’ social skills giving them strategies to help self-regulate, if this is an area of difficulty.  At Alder Brook class sizes are small in order to support meeting the needs of the pupils. |
| **What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)**  All our teachers are required to plan lessons, referring to Alder Brook’s curriculum which is underpinned by the National curriculum, so that all of the pupils can access the learning objectives successfully. When a young person starts at Alder Brook, they are expected to complete baseline assessments in English and Maths. Additional assessments or tests are also completed to find out more about the pupil’s learning difficulties so that the curriculum and teaching can be further tailored to enable them to make progress.  If the SENCO thinks there is the need for more advice or assessments to further help your child progress, we will talk to you about this. We sometimes ask for advice from other specialists, such as Educational Psychologists, Speech and Language Therapists or specialist Advisory Teachers whose expertise could be in a more specialised area for example Asperger’s Syndrome or ADHD. The advice these professionals give is used to inform teaching and learning. We record the strategies we use on individual pupil plans or on Joint objective planning proformas completed with the educational psychologist.  Some pupils need particular pieces of equipment to help them work and learn more independently and our staff are knowledgeable at supporting pupils with learning barriers such as dyslexic traits, ASD and SEMH. Some examples of additional support are;   * + - A range of different types of pens, pencils and grips to help with handwriting     - Visual timetable     - Visual displays for rules and coping strategies     - Vocabulary cards     - Number lines     - Alternative means of recording such as using a laptop or IPAD     - We have sets of coloured overlays that help some pupils see text more clearly. |
| **Staff specialisms/expertise around SEN or disability**  All staff have undertaken a range of training to support SEND such as motorskills and speech and language and curriculum based training. All staff members are trained in Team Teach which means they are able to use de-escalation techniques in difficult situations; this also means that they are trained in using physical techniques and interventions, if necessary. Some key staff members have undertaken the next level of Team Teach training and train within the Salford authority. Furthermore, key members of staff have completed therapeutic training in 1:1 and group nurture and therapeutic play. The SENco has the National qualification in SEN. |
| **What ongoing support and development is in place for staff regards supporting children and young people with SEN?**  Staff development needs are identified through performance management and appraisals. New techniques are discussed as part of our staff meetings on a weekly basis and staff ethos is to share good practice with each other. The pupils have individual chronologies completed on a daily basis and saved on CPOMs. Debriefing is carried out after high level incidences with class staff working with the given pupil. In the meeting the pupil’s support plan is reviewed and edited and a new version shared once all staff are in agreement of actions moving forward. In addition, any pupils not making adequate progress will be discussed with the class teacher during pupil progress meetings and actions set. At these meetings we look at interventions we could use to remove the barriers of learning for a young person. This may be in one specific subject area or in a variety of subject areas. |
| **What arrangements are made for reasonable adjustments and support to the child during tests and SATs?**  Decisions and plans for SATs are made on an individual basis. Children have access to a reader, scribe and extra time, where necessary. Furthermore, children who are anxious or struggle to concentrate in a group environment have the option to complete their SATs in another room with 1:1 staffing. All staff are aware of children’s needs and will support each child accordingly. Children who need additional support are paired up with staff chosen based on familiarity. |
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| Annual Reviews |
| **What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?**  Children with Education, Health and Care plans will be reviewed annually or. where needed. earlier and before transition from Alder Brook. Parents are invited to the review meetings where all agencies involved meet together to ensure the plans in place for the child are appropriate and changes needed are requested to the Local Authority. Parents/ carers and professionals involved with the child are sent a letter/email inviting them to the annual review meeting. Parental views are very important and steps are taken to support a parent to get to the school for the annual review meeting or home visits to complete a parental report and views. Additional help is available to parents/ carers with a child with Special educational needs from SIASS as well as Alder Brook’s family liaison officer, Gail. Carey (0161 921 2650). |
| **What arrangements are in place for children with other SEN support needs?**  Review meetings are held with parents for pupils with Education, Health and Care plans annually. For all pupils parents are invited, termly, into school to be in their child’s class for the morning where they can see their child’s work and speak with the staff regarding their child’s progress. Parents are contacted via the telephone at the end of day at least twice a week to report on the child’s progress and any academic successes. Pupils with SEN have individual plans based on education and Social and emotional needs, these are SMART targets reviewed with the child termly or half termly where necessary. Pupils with SEN who need further support and families will be supported by the SENco and family liaison officer who, with the parents/carers, will look at what further additional intervention is needed for the child such as 1:1 therapeutic sessions or assessments for possible learning barriers. |
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| Keeping Children Safe |
| **How and when will a risk assessment be done? Who will carry out the risk assessment? What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop off?**  Risk assessments are completed from the previous school and parents and we then updated this risk assessment for all of our pupils when we have enough information about them (within their first month). This is updated on a termly basis as well as an assessment on the pupil’s SEMH needs. These assessments are carried out by the pupil’s class teacher and other staff and parents/careres, where appropriate. This information is shared with parents.  At Alder Brook we have frequent phone calls through the week with parents/carers to discuss the pupil’s progress and call during the day where necessary. If there has been an issue or concern with regards to the pupil this is shared during telephone conversion with parents too.  Pupils who are not living within the local area to the school are offered school transport to and from school unless parents/carers choose to transport. Where possible, transport is offered to all pupils. |
| **What arrangements will be made to supervise a child during breaks and lunchtimes?**  The pupils at Alder Brook are supervised at breaks and lunchtimes by the teaching staff, there are opportunities to use ICT or play indoor games within the classroom. These activities can be accessed by all pupils providing they are behaving in an appropriate manner. When dry, there is also a range of outdoor sports equipment available such as footballs, cricket equipment and skipping ropes. These activities are all supervised onsite. |
| **How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)**  Off-site activities such as trips and PE lessons are a well structured and an important part of our curriculum. The ratio for off-site activities is based on the needs of the pupils and risk assessment of the pupils, sometimes the staffing ratio is one to one if necessary. If a pupil is a high risk when offsite then they may not be included within the activity, in which case they will be educated in school during this time. |
| **Where can parents find details of policies on bullying**   * + See Antti-bullying policy |
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| Health (including Emotional Health and Wellbeing) |
| **What is the school’s policy on administering medication?**  Medication is discussed as part of induction, when forms are completed. This is done on an individualised basis depending on need. Letters are given out during induction to inform parents /carers that is their responsibility to let us know if the medication is to change. Medication is kept in a locked cabinet and is only accessible by the administrator and the member of staff allocated to administer and record the dosage given.  **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**  When a care plan is required this is discussed between health professionals and parents are informed of this, where appropriate.  The school nurse is also involved. She is available on the phone if any advice is needed re health concerns and issues that may arise. There are 5 trained first aid members of staff. Any pupils needing specialist care for an existing medical condition would be assessed on an individualised basis and staff would seek training where required.  **What would the school do in the case of a medical emergency**  If there was a need for a pupil to have a care plan with regard to Emergency care and procedures, this would be carried out on an individualised basis and all staff would be made aware of this, where appropriate.  If an unexpected medical emergency arose, all staff and pupils are aware of who the first aiders are.Due to high staff to pupil ratio the other pupils would be removed from the scene ensuring the safety of staff and pupils where possible.  **How do you ensure that staff are trained/qualified to deal with a child’s particular needs?**  All staff are trained to deal with pupils with SEN. Should there be a pupil with a medical condition attending the centre; appropriate training would be provided prior to their start date if required.  **Which health or therapy services can children access on school premises?**  Health and therapy services are offered through the Salford Health Referral team and are not accessed on site. |
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| Communication with Parents |
| **How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child? How do you keep parents updated with their child’s progress?**  During induction the parents / carers will meet with the pupil’s teacher and teaching staff. If the pupil has an EHC plan they will be supported by the SENco during visits and transition. Alder Brook staff will endeavour to make themselves available if a parent/carer would like to discuss issues or gain an update on their child’s progress but in an ideal situation an appointment would be made so staff can be made available to meet with the parent/carer. A child’s class teacher or teaching staff from their classroom will contact parents/carers at the end of the day to give feedback on the child’s successes in the day and possible incidences (phone calls at least twice a week). If there is an issue during the school day or on transport parents/carers will be called, if there is no answer a text message will be sent for parents to contact the school immediately.  **Do you offer Open Days?**  We run parent activity mornings where parents/ carers are invited to join their child in class. This is an opportunity for parents/carers to meet with their child’s teaching staff to discuss progress, positive strategies and discuss any issues both from parents/carers or staff. In addition to these activity sessions our family liaison officer and SENco are available to talk with when parents/carers are in.  **How can parents give feedback to the school?**  Parent feedback sheets are shared and completed on the parent mornings and kept on file. Also if a parent comes into school for a meeting with staff this is recorded and kept on the pupil’s profile. Also every time a parent is contacted this is recorded on the pupil’s chronology profile. The family liaison officer feeds back to parents on their views and opinions and any actions taken based on the parent feedback form. |
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| Working Together |
| **Do you have home/school contracts?**  Alder Brook will share with new parents/carers the home/school agreement. This document lists the aims Alder Brook have for helping all children reach their true potential. The agreement asks parents/carers to encourage their child to be responsible, play an active role and to be supportive of the school such as coming to collect their child should the child be involved in a serious incident and to have their child ready by 8am for the school bus in appropriate clothing. Within the home/school induction pack there is information on Team teach using positive handling in high level circumstances for parents to sign that they have been informed. Furthermore the agreement is for the child to sign agreeing to the school rules, keeping themselves safe, following instructions on the school transport, following e-safety rules and any assaults on staff or damage to property may lead to parents and even police being called.  **What opportunities do you offer for children to have their say? e.g. school council**  We run a student council meeting, which meets regularly and has a representative from each POD. Pupils have the opportunity to discuss any concerns or suggestions they may have.  **What opportunities are there for parents to have their say about their child’s education?**  Parent view is very important within Alder Brook. The curriculum is tailored to the individual needs of the pupil. All pupils have access to the core National curriculum however this can be supported by some alternative provision if it is deemed to be beneficial to them.  **What opportunities are there for parents to get involved in the life of the school or become school governors?**  Alder Brook have a Management Committee, the equivalent of a Governing body. There is a parent member position on the board. |
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| What Help and Support is available for the Family? |
| **Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?**  Parents are offered as much support as they need to complete forms and other documentation. Where there are known literacy difficulties staff are on hand to ensure that all information is passed on in an appropriate manner. The SENco and family liaison make time for parents/carers to come into school to support with paperwork.  **What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?**  Parents can speak to class teachers / family liaison officer / SENco if they require further support from external agencies and can offer guidance with regards to filling in forms or referrals where necessary.  **How does the school help parents with travel plans to get their child to and from school?**  All children attending Alder Brook are offered transported to and from school. In exceptional cases where the pupil is not in the Salford area but has an EHC plan and it is deemed necessary to attend Alder Brook then transport is provided, where appropriate. |
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| Transition to mainstream/ special provision/ High School |
| **What support does the school offer around transition? (e.g. visits to the high school, buddying)**  Alder Brook strive for successful transition to mainstream/ special provision and high school. All transitions are planned specific to the child’s needs and their best interest in mind. Generally, a transition will begin with us working with the child’s new or current education setting on transition timetables where the child will dip in and then increase their time at the new setting finally attending full time. Our staff will support children 1:1 for a period of settling in time where appropriate. If a child has an EHCP and it is recommended support is needed then the new setting will employ a member of staff and then this person will be invited to support the child in Alder Brook and the new setting during a time of transition. |
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| Extra Curricular Activities |
| **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**  Throughout the academic year Alder Brook run free holiday club activities and children will be invited to attend and transported home afterwards.  **How do you make sure clubs and activities are inclusive?**  The children are asked to vote for the activities for the holiday clubs and are encouraged to attend the clubs.  **How do you help children to make friends?**  Children who need support to make positive relationships with their peers will be timetabled into group therapeutic and adult led play. Being respectful of others and having positive social skills is a big part of Alder Brook’s ethos and values so it continually focused on in learning and in play. |

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| How is our SEN provision funded? |
| **Our funding is determined by formula, based on a variety of factors including individual needs.**  Link to LA funding document  Link to information about pupil premium  **Describe your school’s governance arrangements for SEN funding allocation**  Alder Brook have a Management Committee made up of local authority representative, staff and parent members and the leadership of the school. One member of the committee is designated as the SEN Representative who monitors the arrangements for the SEN funding allocation. |

**Weblinks to Key Policies**

**Behaviour policy**

**Antibullying policy**

**SEN and Information policy**

**Glossary of terms**

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|  | **Annual Review** | All 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)   * Inattentive, but not hyperactive or impulsive. * Hyperactive and impulsive, but able to pay attention. |
|  | **Assessment** | This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.  More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.  A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs. |
|  | **Asperger Syndrome** | An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child. |
| **ASD** | **Autistic Spectrum Disorder** | Autistic spectrum disorders are characterised by difficulties interacting and communicating.  The characteristics of autism can be described as the 'triad of impairment':   * Socialisation - poor social skills; * Communication - difficulties with speech language and communication; * Imagination - rigid thought and resistance to change.   The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders. |
|  | **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. |
|  | **Differentiation** | Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning. |
|  | **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. |
|  | **Dysgraphia** | Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties). |
|  | **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. |
| **EHCP** | **Education, Health and Care Plan** | From 1st September 2014, Education, Health and Care Plans (EHCPs) replaced statements. An EHCP has the same statutory protection as a did statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford’s Local Offer. |
| **EP** | **Educational Psychologist** | Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment. |
|  | **Governors** | Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called ‘directors’. |
| **HI** | **Hearing Impairment** | Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. |
|  | **Inclusion** | Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. |
| **IPP** | **Individual Pupil 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. |
| **LD** | **Learning Difficulties** | A child has learning difficulties if he or she finds it much harder to learn than most children of the same age. |
| **LEA** | **Local Education Authority** | Each council has an LEA. The LEA is responsible for the education of all children living within the council’s area and has some responsibility for all state schools in our area.  In Salford, the LEA is combined with the children’s social services departments and is known as Children’s Services. Children’s Services have the same responsibilities for educational provision for children with special educational needs as LEAs. |
| **MLD** | **Moderate Learning Difficulties** | Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. |
|  | **National Curriculum** | This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable. |
|  | **National Curriculum Inclusion Statement** | A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed. |
|  | **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. |
| **PPO** | **Parent Partnership Officer/ SIASS** | 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. |
|  | **Phonological Difficulties** | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| **PD** | **Physical Difficulty** | There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.  There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support. |
|  | **Physiotherapists** | Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child’s movements and identify what the physical problems are and then devise a treatment plan. |
|  | **Pyramid Club** | Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 pupils who need support to grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent. |
|  | **Responsible Person** | The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child’s special educational needs. |
| **SENCO** | **Special Educational Needs Co-Ordinator** | A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child’s teacher/s should work together to plan how his/her needs should be met. |
| **SEN** | **Special Educational Needs** | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age. |
|  | **Special Educational Provision** | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age. |
| **SpLD** | **Specific Learning Difficulties** | See Dyslexia, Dyscalculia and Dyspraxia above. |
| **SEN** | **Special Educational Needs** | Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career. |
|  | **Special Educational Needs (SEN) Code of Practice** | See ‘Code of Practice’ above. |
|  | **Statement of Special Educational Needs** | The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as ‘statutory assessment’. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced. |
|  | **Statutory Assessment** | This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child’s birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16. |
| **SMSC** | **Spiritual, moral, social and cultural** | Previously known as PSCHE. Teaching and learning based on social and emotional aspects, cultural, spiritual and moral. |
| **TAs** | **Teaching Assistants** | Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs. |
|  | **Transition** | Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful. |
|  | **Transition Plan** | If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child ahs an EHCP, the Transition Plan is replaced by a ‘Preparing for adulthood’ review (see above). |
| **VI** | **Visual Impairment** | Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments. |