



Local Offer: The South Leeds Academy

Please Read this document in conjunction with the Leeds Local Authority offer, which can be accessed via the following web link.

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Teaching and Learning

1. What additional support can be provided in the classroom?
2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
3. Staff specialisms/expertise around SEN or disability
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?
5. What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?
6. How do you share educational progress and outcomes with parents?
7. What external teaching and learning do you offer?
8. What arrangements are in place to ensure that support is maintained in "off site provision"?
9. What work experience opportunities do you offer?

Teaching and Learning

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| <ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? | Differentiated worksheets and resources.
Collaborative teaching approaches, Small class sizes for lower sets
Extra teacher support in small classes
Personalised teaching to students' specific needs
Subject specific support and intervention |
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<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p>	<p>Advice from the Educational Psychologist Netbooks and access to ICT suites Reader Pens Coloured overlays for students with dyslexic tendencies Specialist teacher support for students with EAL</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Specialist assessor: diagnostic testing and report writing Trained Nurture Practitioners Trained Ruth Miskin Fresh Start Learning support professionals Specialist Dyslexia Teacher ELKLAN trained LSP for speech and language support. Staff trained in CBT approaches Team teach trained staff Restorative practitioners and mentors Lego therapy trained staff Numicon trained staff</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>CPD training is available regularly on Inset days and in twilight training sessions. This may include information on both high incidence and more uncommon SEN conditions e.g. SpLD: Dyslexia, Dyspraxia, ADHD, ASD, Speech and Language Impairments Attachment Disorder, Oppositional Defiant Disorder, Foetal Alcohol Syndrome</p> <p>Training is also provided on the requirements for <i>Examination Access Arrangements</i> and on making <i>reasonable adjustments</i> within the classroom, in meeting the needs of the students</p> <p>Teachers have access to documents in the Academy staff area of the computer network, which provides specific details of individual students' needs and advice on how to accommodate them.</p> <p>On -going support from the EAL department is provided in conjunction with SEN information for those students who are struggling to develop basic language skills despite intensive EAL support.</p>

<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?</p>	<p>Access arrangements – which includes Readers, Scribes, extra time, small classroom for anxious students/behaviour students, rest breaks, coloured overlays for pupils with dyslexic tendencies Differentiated worksheets and resources – for use in the classroom. Nurture groups for vulnerable pupils within Years7, 8 and 9 Teachers informed of all students’ reading and spelling ages Teachers informed of all students having special needs Training for Readers and Scribes before exams.</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Parents Evenings Regular contact with Nurture group parents by telephone Progress checks – Parents drop in sessions for Nurture groups twice a year in addition to parents evenings.</p> <p>School reports – once a year and more regular data collections Consultation meetings with parents, Annual Review of EHC plans and FFI funding Review of Pastoral support plans and IEPS</p>
<p>7. What external teaching and learning do you offer?</p>	<p>Teaching students in Alternative Provision includes: GCSEs, Literacy and SLCN intervention, Key worker enrichment opportunities, The extended services coordinator organises events and visiting speakers to come in to the academy.</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>Regular review meetings with Key staff in APs (SENCO, Key worker etc.) and contact maintained.</p>
<p>9. What work experience opportunities do you offer?</p>	<p>Vocational work experience is arranged via APs and through the Academy’s careers advisory teacher.</p>

Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p> <p>2. What arrangements are in place for children with other SEN support needs?</p>	
Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Invites to all parties involved Review meeting held at a convenient location Review meeting held at a convenient time for parents who work/have commitments during the day Transport provided if needed Translator provided if needed Consultation with staff prior to the meeting Making parents aware of parent partnership support</p>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>SEMH Needs: Time in the school's Nurture Room Time in the school's Inclusion Base SEN room open at lunch for students to access Access to a key worker Lego Therapy Reduced and personalised timetables Support with emotional regulation SEAL Key worker</p> <p>Interaction and Communication Quiet room Lego Therapy Visual Timetable Reduced timetable Speech and Language intervention Use of computers Support with transitions</p>

Curriculum and language support:

Specific EAL after Academy club to target pupils needing support
After school homework club to assist SEN pupils with work and organisation

SENCO support: specialist assessment and diagnostic testing
Small class sizes

Phonics intervention – through Literacy lessons using Fresh start programme

Accelerated Reader Programme supported daily by form tutor during enrichment period.

Weekly reading lessons for all KS3 students

Speech and Language assessment and intervention, through withdrawal teaching

Numicon

Specialist provision:

The Academy works closely with the local authority's Complex Needs Service which consists of:

The Special Educational Needs Statutory Assessment and Provision service (SENSAP)

The Special Educational Needs Inclusion Team (SENIT)

- The Educational Psychology service – for assessment and strategies
- The Sensory service: Visual Impairment (VI) team and Deaf and Hearing impairment Team (DAHIT, for assessment advice and monitoring
- Child Health and Disability (CHAD) including social work teams, occupational therapy and the regional specialist paediatric team.

Further support:

Child Psychologist - for assessment and intervention

Shine girls groups: to promote health and wellbeing

Leeds Faith in schools boys group

	<p>Physical Needs: supervised rest breaks, Use of lift, Adjustments to physical environment e.g change of room from top floor to ground floor.</p> <p>Alternative Provision: The Academy works with a number of Alternative provisions, to support students who find the mainstream environment challenging and require more intensive support.</p> <p>The providers include: Southway The Elland Academy Footsteps The Hunslet Club</p>
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Keeping Children Safe

1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
2. What support is offered during breaks and lunchtimes?
3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)
4. What are the school arrangements for undertaking risk assessments?
5. Where can parents find details of policies on bullying?

Keeping Children Safe

<ol style="list-style-type: none"> 1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs? 	<p>Parking facilities available at the front of the building, drop off for students with physical disability- meeting point for support staff at beginning/end of school day Reception at front of school where parents can wait for students</p>
<ol style="list-style-type: none"> 2. What support is offered during breaks and lunchtimes? 	<p>Staffed, Nurture and SEN room access; this is open pre school, at break, at lunch and after school. Staffed inclusion base; this is open pre school, at break, at lunch and after school. Lunch can be eaten in the Nurture Room, Pupils who are upset, lonely or worried can access staff during the</p>

	above times.
3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)	<p>At all lesson change overs pastoral staff and senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs. Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency, i.e. YOTs, EP, Social Care, etc. PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.</p> <p>A student who 'cannot' do PE for medical reasons will have an alternative provision planned i.e. consolidation: Literacy/numeracy but this is done on an individual basis, in conjunction with the parents'/carers' or medics' advice.</p> <p>The Academy has an on site police officer to ensure that the students are supported and do not endanger themselves or others.</p>
4. What are the school arrangements for undertaking risk assessments?	A designated member of staff is responsible for ensuring that all risk assessments are carried out in line with local authority guidelines.
5. Where can parents find details of policies on bullying?	Policies can be found on the Academy website, or by contacting the main office.
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> 1. What is the school's policy on administering medication? 2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? 3. What would the school do in the case of a medical emergency? 4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? 5. Which health or therapy services can children access on school premises? 	
Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	The Academy has a policy on administering medicine, which has been ratified and agreed by governors. This can be accessed on the Academy website.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	A meeting is held with the parent/carer, SENCO, pastoral staff, school nurse and any other professional who is involved with the student. The Care plan is then shared with all staff in briefing and monitored by the

	SENCO every half term or sooner if needed. Parents are consulted if adjustments need to be made to the plan. Equally, parents can meet with the SENCO if they feel the plan needs to be amended.
3. What would the school do in the case of a medical emergency	Call 999 Contact a qualified first aider Contact parent/carer, collect them or send for a taxi if required In absence of parent/carer a first aider would accompany the student 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.
4. How do you ensure that staff is trained/qualified to deal with a child's particular needs?	All staff are trained each year on Safeguarding/Child protection Relevant staff undertake external courses provided by the LA and private companies Asthma training is given in school to all staff and some pupils in school Relevant staff trained on how to use an Epi plan Relevant staff trained on completion of Early Help plan and other relevant documents, such as referrals. Training by outside professionals for ASD, ADHD etc.
5. Which health or therapy services can children access on school premises?	Child Psychologist one day a week including lunch time 'drop in', Weekly Shine girls group – wellbeing service; Academy nurse
Communication with Parents	
<ol style="list-style-type: none"> 1. How do you ensure that parents know "who's who" and whom they can contact if they have concerns about their child/young person? 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy? 3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days? 5. How can parents give feedback to the school? 	
Communication with Parents	
1. How do you ensure that parents know "who's who" and whom they can contact if they have concerns about their child/young person?	Parents are informed by letter of any changes to key staff. Information is also available on the school website The SENCO provides a contact number to all parents who wish to communicate concerning their children's needs. The information is also available on the Academy website. The names of all safeguarding officers are posted around the academy

	<p>site, including the reception area. Information is also distributed at parents' evenings, if parents' don't attend, a letter is sent to them Home visits are made if requested by a parent, or if the student has not been attending for a period of time.</p>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<p>The Academy has an open door policy to speak to a member of staff but parents must be mindful that staff may not always be available. An appointment will be made if they request to speak to a teacher. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
3. How do you keep parents updated with their child/young person's progress?	<p>Parents evenings Home visits if requested School reports Progress reports sent home three times a year. Reward cards Telephone calls Notes in planner</p>
4. Do you offer Open Days?	<p>Open Evening takes place in October each year. Parents can make an appointment to tour the Academy on request.</p>
5. How can parents give feedback to the school	<p>Via the Website Via questionnaires (Survey Monkey) Parental meetings Telephone calls, after parental meetings (SEN) Arrange to see staff at a mutually convenient time.</p>

Working Together

1. Do you have home/school contracts?
2. What opportunities do you offer for pupils to have their say? e.g. school council
3. What opportunities are there for parents to have their say about their son/daughter's education?
4. What opportunities are there for parents to get involved in the school or become school governors?
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health,

social care, voluntary groups)	
Working Together	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	Regular Student Leadership surveys and meetings Informal chats with students.
3. What opportunities are there for parents to have their say about their son/daughter's education?	Parents Evenings SEN conferences Review meetings Open door policy Arranging a meeting with teachers. SENCO providing details of parent partnership support.
4. What opportunities are there for parents to get involved in the school or become school governors?	Invitation to be a governor is given at new student's parent's evenings. Invitation via the website.
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	Governor link to SEN Governor link to Pupil Welfare Governor linked to SEN or vice chair comes into school once every half term; parents notified and can come in to meet them.
What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this? 3. How does the school help parents with travel plans to get their son/daughter to and from school?	
What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	Yes, SENCO would arrange to meet with them and help them complete all the necessary paper work. Parents are offered this service at a parental meeting or by phone. Home visits are undertaken if parent/carer cannot get into school. Close links with Parent Partnership who also support our parents with completion of forms. Learning managers will also support parents to complete referral forms,

	<p>etc. The Family support worker, will meet with parents at Academy or in their home, to assist them.</p>
<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<p>A designated careers teacher will meet with students and parents in the Academy, or make a home visit. The SENCO or Learning manager would provide the information and arrange for students to meet with the Academy's career's adviser. Option evenings and careers fairs are organised. Students from all year groups access the Careers fair. The SENCO provides parents with details of agencies and organisations that are able to offer additional advice and support to ensure their family's needs are met. The SENCO or the Family Support worker may make referrals to other services.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<p>Taxis can be arranged Support is also given in enabling the student to develop independent travel skills where appropriate.</p>
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>Year 7 Learning managers, SENCO and senior staff visit primary schools to speak to pupils in Year 6. Assessments are carried out on students so that a baseline is established and intervention groups formed upon transition Year 6 students attend the Academy for the last two weeks of the final term of Year 6. Students who need peer support may be placed in the same form. Additional Nurture sessions are provided for students who need additional transition support.</p>

	<p>Learning managers and Key workers are available around school if there are any initial difficulties.</p> <p>Learning managers can be contacted by parents with any concerns.</p>
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<p>Taster days at local colleges in Year 11</p> <p>Careers support during Years 9, 10 and 11 for students with EHC plans and in Year 10 and 11 for all other pupils on the SEN register.</p> <p>Apprenticeships arranged in Year 11.</p>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<p>Constant reminders are given about the importance of good attendance and punctuality, literacy and numeracy skills and good behaviour and attitude to work.</p> <p>Letters are sent home to parents before mock examinations and final examinations. Year 11 Students are encouraged to attend revision classes and are rewarded with a pass to the Academy Prom.</p>
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p> <p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p> <p>3. How do you make sure clubs, activities and residential trips are inclusive?</p> <p>4. How do you help children and young people to make friends?</p>	
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<p>Before school – breakfast club in the dining room</p> <p>After school - Homework club for the more vulnerable students to encourage friendships and good relationships with staff</p> <p>Enrichment led by the Academy librarian</p> <p>‘Period 6’ catch up and consolidation work. – various curriculum areas</p> <p>EAL development sessions</p>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<p>There are numerous after school activities. Students are actively encouraged to participate in these. There are several clubs offered at lunchtime or afterschool: sports, music, Lego, debating, cooking and construction club to name but a few.</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out. Parents are consulted and their consent gained for their child to attend. 1:1 support or small group support is offered to vulnerable students.</p>

	Experienced, trained staff will accompany most trips.
4. How do you help children and young people to make friends?	Nurture groups for Year 7, 8 and 9 Peer mentoring. Specialised, small groups. Interventions through the nurture and Inclusion base Form tiime enrichment activities

NB* These policies link to this document and can be accessed via the Academy website

- **SEN Policy**
- **Behaviour policy**
- **Equality and Diversity Policy,**
- **Supporting children with medical conditions,**
- **Child protection policy**
- **Harassment and Bullying policy**
- **Risk assessment Harassment and bullying policy policy.**

Useful Glossary of Terms

	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/A DD	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.

		<ul style="list-style-type: none"> • Hyperactive and impulsive, but able to pay attention.
	Assessment	<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 that have detailed knowledge about your child. This may lead to the issue of an EHC plan</p>
	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	<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"> • Socialisation - poor social skills; • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change. <p>The commonly used terms 'autism' and 'Asperger syndrome' are autistic spectrum disorders.</p>
	Fresh Start	Students with a reading age below 9 years, attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The New SEN Code of Practice 0- 25 (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.
	Careers advisor	Careers advisors provide a targeted service to anyone aged 13 and above who have a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision is still needed. They support students in the transition from school to further education opportunities, work or training until the age of 25.

	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.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Collaborative Learning Structures	Models of teaching which involves students working together in groups of four, which encourages collaboration in meeting learning outcomes.
	Dysarthria	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
	Dyscalculia	Students with dyscalculia have difficulty in acquiring mathematical skills. Students 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	Students 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	From 1 st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements

	and Care Plan	of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for students with SEN. They may perform assessments of students with SEN and produce a report as part of the statutory assessment.
	Exam Special Arrangements	Special arrangements can be made for students who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	Exam Special Concessions	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	Governors	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'.
HI	Hearing Impairment	students 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, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
IEP	Individual Education Plan	An IEP sets out the special help that a student 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 Academy should have another method of recording how it is meeting your student's SEN.

LD	Learning Difficulties	A student has learning difficulties if he or she finds it much harder to learn than most students of the same age.
	Learning Mentors	Learning Mentors work with Secondary 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.
LEA	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 Leeds, 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.
IB	Inclusion Base	A room where small numbers of pupils with social, emotional and / or Mental health difficulties can work together, with support, to work on aspects of social and emotional aspects of learning and also on developing basic academic skills.
MLD	Moderate Learning Difficulties	Students 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.
	Nurture Room	Room where vulnerable pupils can work in small groups, with the support of specially trained Nurture staff to support their social and emotional development.
	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	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 student 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 students cover the whole ability range. Some students 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. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties, which require support.
	Physiotherapists	Physiotherapists see students who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	Responsible Person	The person (either the principal/ vice principal, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
	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.
SENCO	Special Educational Needs	The special help given to students with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SEN	Special Educational	The special help given to students with special educational needs which is additional to or different from the

	Provision	provision generally made for other children of the same age.
	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SpLD	Special Educational Needs	Students with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These students may need extra or different help from that given to other students of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
SEN	School Support	Students that are identified within school as needing some additional support with literacy, numeracy or both within the mainstream environment. Intervention is led by the class teacher and progress is monitored over a given period of time
	Special Educational Needs (SEN) Code of Practice 0-25	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 he or she will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 st 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
	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 Professional (LSP) or special support assistant (SSA) particularly if they support a child with special needs.
TAs	Transition	Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is

		important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.
	Transition Plan	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a 'Preparing for adulthood' review (see above).
VI	Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.