

# St. Joseph's RC Primary School

Local Offer Statement for St Joseph's R.C.  
Primary School

January 2026

"I came so that  
you may have life,  
and have it to  
the full."

– John 10:10



*Faith*

*Respect*

*Confidence*

*Resilience*

*Empathy*

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# St. Joseph's RC Primary School

"I came so that you may have life, and have it to the full." – John 10:10

## Local Offer Statement for St Joseph's R.C. Primary School

School/Academy Name	St Joseph's R.C. Primary Salford
Name and contact details of your school's SENDCO	Mr R Bostock 0161 509 0150

Persons/roles responsible for maintaining details of the Local Offer for St Joseph's R.C. Primary School Salford.

Name of Person/Job Title	Mrs R. Hince - Headteacher	Mr R. Bostock - SENDCo	
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Salford Local Authority Local Offer	<a href="https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-senior-disabilities/">https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-senior-disabilities/</a>
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Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> <li>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)</li> <li>3. Staff specialisms/expertise around SEND or disability</li> <li>4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?</li> <li>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</li> <li>6. How do you share educational progress and outcomes with parents?</li> <li>7. What external teaching and learning do you offer?</li> <li>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</li> <li>9. What work experience opportunities do you offer?</li> </ol>	
Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> </ol>	<ul style="list-style-type: none"> <li>• All children in St. Joseph’s experience quality first teaching rooted in high expectations for all learners, which includes adaptive teaching strategies.</li> <li>• In addition to this, we provide: <ul style="list-style-type: none"> <li>○ Teaching assistant support in every class, every day for at least half a day, they support in class as well as supporting interventions.</li> <li>○ Working wall for writing and mathematics to prompt and reinforce learning.</li> <li>○ Personalised 1:1 teaching to pupils’ specific needs.</li> <li>○ Small group support</li> <li>○ Pre teaching of vocabulary/concepts</li> <li>○ Dyslexia Friendly Strategies, supported by specialist teacher</li> <li>○ Inclusive environments with a focus on Relational approaches to Inclusion, Wellbeing and nurture</li> </ul> </li> </ul>

- Key vocabulary/word mats
- Specialist programs from external partners
- Small group work supporting & enhancing learning
- Individual work stations

- The school accesses Speech and Language Therapy via Salford Speech and Language Service. We currently access one and a half days a week to work with small groups and individual children throughout the school. Training is provided for staff to continue to deliver daily high quality support.

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)

- All classes use a visual timetable to support organisation and reassure children with social and communication needs
- We have a service level agreement with the EP service and we have bought in additional hours of support from the service, our assigned Educational Psychologist can change year on year but we maintain a good working relationship with the service to enable effective support for our children and families
- We access external agencies to support special additional needs including Learning Support Service (LSS), Occupational Therapy (OT), Speech and Language Therapy (SALT) and Speech and Language Therapist, EMTAS, Primary Inclusion Team, School Nurse, paediatricians, Visual Impairment Team (VIT)
- Four members of staff (SENDCO, one class teacher and two TAs) trained in ELKLAN
- Outdoor Learning provision – EYFS currently due to building works
- Each class has access to laptops and ipads to facilitate and support independent learning
- Additional resources are provided to support individual pupils, these include: wobble cushions, fiddle toys, pencil grips, left & right handed scissors, ear defenders, writing slopes, laptops, ipads, Reader Pens, coloured overlays
- OAIP audit and consistent and improved environmental provision
- Lesson planning takes account of individual needs to ensure lessons are adapted for all children to access learning
- Support from SENDCO
- Referrals to external agencies in partnership with parents and carers
- Access to Place2Be

<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> <li>• SENDCo NASENCo Award with additional member of staff now starting the NPQ for SEND</li> <li>• SENDCo, one class teacher and two TAs are ELKLAN trained.</li> <li>• Delivery of SALT interventions programmes supported by a qualified therapist. Including training on Colourful Semantics, Blank Level questioning and more bespoke support for individual children</li> <li>• All staff are trained in teaching Phonics.</li> <li>• TA Visual Impairment training</li> <li>• TA Sensory Needs Training</li> <li>• Two TAs completed Emotional Health and Wellbeing training.</li> <li>• Two TAs completed firstclass@number training</li> <li>• IDL</li> <li>• Fine and gross motor skills support, dough disco</li> <li>• Precision teaching</li> <li>• All teaching staff have also completed CPD with a focus on Quality First Teaching and Differentiation</li> <li>• Ongoing training around Relational Approaches to Inclusion, including sessions lead by SEND Leads, CAMHS, PIT, ACE Team</li> </ul>
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	<ul style="list-style-type: none"> <li>• All staff have completed CPD with a focus on supporting pupils with SEMH needs</li> <li>• All staff completed training in relation to OAIP document, Environments – physical and sensory</li> <li>• Staff have completed CPD focused on Moderate Learning Difficulties provided by Learning Support Service</li> <li>• ECTs and new teachers to the school have completed additional CPD with a focus on Behaviour Management</li> <li>• Headteacher and Deputy Headteacher completed Place2Be mental Health Lead Training</li> <li>• Participation in Early Years Co-regulation project alongside CAMHS</li> </ul>
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4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?

CPD training offered regularly on:

- ADHD
- EMTAS support for specified EAL pupils.
- Supporting EAL pupils in/out of the classroom.
- CPD training is offered regularly for all staff to update them on SEND procedures and current legislation.
- Additional ELKLAN training booked
- Additional Mental Health training (5 week course)
- Programme of training from LSS
- SENDCO supports teachers, monitors support in place
- SENDCO working with an experienced SENDCO
- SENDCO attended Emotional Friendly School training
- Ongoing training in place provided by LSS and SALT
- School is now working in partnership with Place2Be
- As mentioned above, ongoing CPD around Relational Approaches to Inclusion
- Dedicated staff meeting time throughout the year for SEND
- Staff development needs are identified and addressed through performance management and appraisals and staff requesting training

5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

- We are aware of our responsibilities and duties under the Single Equality Act 2020 to make reasonable adjustments and ensure that children with SEN and/or disabilities are not treated less favourably.
- Reasonable adjustments and adaptive teaching strategies for specific students are shared with new teachers at transition meetings, these could include: use of reading pens, laptops and other technologies, coloured overlays, task plans
- Reasonable adjustments are planned for children in year six at the start of the year, so that the children are familiar with these when the time comes to take the tests.

These include:

- Readers during the mathematics test and scribes where needed
  - Extra time/rest breaks for those children who are entitled
  - Small, quiet room for anxious children
  - Coloured overlays for children with dyslexia
  - Enlarged text tests for children with Visual Impairments.
  - Use of a laptop for writing
  - Booster groups
  - Breakfast provision prior to tests
  - Training for staff acting as readers, scribes etc

<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> <li>• At St. Joseph’s we have an open door policy. Staff are willing to deal with concerns as they arise, but for a longer discussion, parents will need to make an appointment. The SENDCo is available when needed to discuss parental concerns or give advice.</li> <li>• During the year we share educational progress in the following ways: <ul style="list-style-type: none"> <li>○ Parents Evenings in the autumn and spring terms</li> <li>○ School reports in the summer term</li> <li>○ Regular meetings with parents</li> <li>○ Review of Education, Health and Care Plans</li> <li>○ Review of ILPs (Individual Learning Plans) termly</li> <li>○ Communication books have been used to support home/school communication for specific children as part as individual support plans.</li> <li>○ Parent workshops and invitations into classes</li> </ul> </li> </ul>
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<p>7. What external teaching and learning do you offer?</p>	<ul style="list-style-type: none"> <li>• We have support from experienced teachers who work within the LSS. This includes an ASC teacher, specialist Dyslexia teacher, Visual Impaired teacher, Hearing Impaired teacher and Dyscalculia teacher.</li> <li>• We access support from specialist teachers from The Primary Inclusion Team who are based in specialist provision but who offer outreach to children with SEMH issues.</li> <li>• 1-1 tuition in Maths and English for all year groups</li> <li>• School works in partnership with Place2Be</li> <li>• Sports coaches</li> <li>• Artist working throughout KS2</li> <li>• Engage with National Literacy Trust writing in KS2</li> </ul>
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<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> <li>• We do not have any children who are educated offsite.</li> </ul>
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9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> <li>• We offer a block of work experience to children from All Hallows.</li> <li>• Local companies are invited into school to talk to the children eg Community Café, BOYS</li> </ul>
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Annual Reviews

<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>
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Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<ul style="list-style-type: none"> <li>• Invitations sent to parents and all professions involved, by the SENDCO.</li> <li>• Review meeting held at St Joseph’s R.C. Primary School.</li> <li>• Consultation with staff prior to meeting.</li> <li>• Review meeting held at a convenient time for parents who work, have commitments during the day.</li> <li>• Documentation shared</li> <li>• Parents and pupils views shared and listened to</li> <li>• Local authority SEN caseworker supports</li> <li>• Transition meetings when moving to next year group/key stage</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provision of a translator if needed</li> <li>• Written report following the meeting</li> <li>• Make parents aware of the SIASS-Salford Information, Advice and Support Service. (Formerly the Parent Partnership).</li> </ul>
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2. What arrangements are in place for children with other SEND support needs.

For children with other SEN support needs their progress in learning is tracked by the class teacher, monitored by the assessment coordinator and the head teacher and the SENDCo, via book scrutinies, lesson observations, pupil progress chats and our marking policy.

Progress is also shared with governors each term.

- Individual Learning Plans (ILPs) are shared with parents and children each term and parents are invited to contribute at the writing and evaluation stage. Teaching Assistants working with the child also contribute to the ILP.
- The SENDCo is always available to advise and support staff, parents and children as the need arises.
- Some children receive additional support for transition to their next class.
- Phonics intervention for children in lower key stage 2.
- Literacy and numeracy interventions for children who are not working at age related expectations.
- Support and intervention groups are fluid with children progressing from or moving into as required
- Place2Be supports a number of pupils with SEMH needs, including anxiety, bereavement and attachment
- We also provide calm spaces in each class for children to access when needed
- Sensory Circuits and breaks are used in classes on a whole class, small group and individual level to support children with sensory needs
- Various other arrangements are implemented to support children in accessing their learning, such as: individual work stations, Now and Next and Choose Boards, personalised visual time tables, task plans

#### Keeping Children Safe

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

#### Keeping Children Safe

<p>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>	<ul style="list-style-type: none"> <li>• Parking facilities available in St. Joseph's, dedicated parking bay at entrance</li> <li>• All entrance/exit doors are at ground level or have ramps for ease of access</li> <li>• All entrance/exit doors are manned by a member of staff at the start and end of each day.</li> <li>• The Head teacher and Deputy Headteacher greet children and parents each morning as they arrive.</li> <li>• SLT are available on the playground at the end of the day as children leave school</li> <li>• Children in EYFS and KS1 are taken to and collected from their classrooms</li> <li>• Children in KS2 enter through the main school entrance where a member of SLT is on duty. At home time parents wait on the playground, teachers bring their classes out and dismiss the children as they see the parent. Children wait with staff until collected.</li> </ul>
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> <li>• Year 6 pupils act as Prefects at lunchtime in the Foundation Stage and Key Stage One playgrounds.</li> <li>• Teaching staff and teaching assistants are available on the playgrounds at break and lunchtimes</li> <li>• Additional opportunities at break times e.g. Art Therapy, quiet activities (board games), TTR and reading</li> <li>• Pupils who are upset, lonely or worried can access staff during the above times.</li> <li>• There are an appropriate number of lunchtime assistants working in the Foundation Stage and Key Stage One and Two Playgrounds.</li> <li>• Access to Place2Be 2 days per week</li> <li>• Sports Coach organises activities for KS1 and KS2</li> <li>• Sports Leaders have been trained to run activities for children at Playtimes</li> <li>• Lunchtime staff and City Wide catering staff are informed of best practice for Inclusion and specific children highlighted to ensure reasonable adjustments are met by all staff, for example: pupils who may prefer to sit alone, who don't like foods touching or have sensory issues around smell and/or noise, cleanliness or pupils who have communication and interaction barriers due to SEND or EAL</li> </ul>

<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<ul style="list-style-type: none"> <li>• Risk assessments are completed for all trips and visits using EVOLVE</li> <li>• P.E. is taught by a qualified sports coach, supported by the class TA</li> <li>• We have several qualified first aiders distributed throughout the school. The First Aid Policy is regularly reviewed</li> <li>• Ratios are correct for all age groups</li> <li>• Additional support for specific needs is accounted for</li> <li>• Different transport may be needed</li> <li>• All sports equipment is regularly checked and maintained by safety contractors</li> <li>• Site Officer maintains health and safety checks around the school, LA external audit, designated H &amp; S governor reviews termly checks and audit</li> <li>• External sports coaches are advised of any additional needs</li> <li>• Individual risk assessments carried out as needed</li> </ul>
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<p>4. What are the school arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none"> <li>• We use Salford EVOLVE for off-site trips.</li> <li>• Staff undertake a pre-visit check when appropriate</li> <li>• Ratios are strictly adhered to for all off-site trips.</li> <li>• On site-risk assessments are completed as part of our Health and Safety policy. All LA guidance is followed and templates used.</li> </ul>
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<p>5. Where can parents find details of policies on bullying.</p>	<ul style="list-style-type: none"> <li>• School website</li> <li>• Hard copy available from the main school office on request</li> </ul>
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Health (including Emotional Health and Wellbeing)

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?

- For medication to be administered in school, it must be prescribed by a doctor and have a named chemist's label on it.
- We can only give medication which is needed during and/or before food or required at least 4 times a day
- Parents/Carers must sign a consent form at the school office on the first morning they need the medicine to be administered.
- Staff sign a record sheet every time prescribed medicine is given to a child
- Children on long term medical care will have a care plan completed with parents and SENDCO and school nurse
- Fifteen members of staff have been trained on how to administer an EpiPen.

- Four members of staff have received training on dealing with children with diabetes.
- All teaching staff were given a brief overview of diabetes by Ms Dawn Anderson (Diabetic Nurse Specialist).
- Care plans drawn up in conjunction with the school nurse.
- Staff have access to recorded online training sessions via School Health
- Supporting Pupils with Medical Conditions Policy regularly reviewed and updated

<p>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?</p>	<ul style="list-style-type: none"> <li>• If a pupil has a long-term medical need, parents, the school Nursing team and SENDCo work together to produce a care plan.</li> <li>• The care plan is shared with relevant staff and reviewed and updated annually or as required.</li> </ul>
<p>3. What would the school do in the case of a medical emergency.</p>	<p>In the case of a medical emergency that poses a risk to life, we would call 999.  Contact a qualified first aider. Posters displayed.  Contact the parent/carer, collect them or pay for a taxi if required. Inform Headteacher or member of SLT immediately.</p> <ul style="list-style-type: none"> <li>• In the absence of the parent/carer a first aider, plus an additional member of staff would accompany the pupil to the hospital  If EAL, and language is a barrier, staff to remain to speak to hospital staff and explain clearly what has happened. Arrange for a translator if necessary.</li> </ul>
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> <li>• All staff are trained every eighteen months on Safeguarding/Child Protection (SLA with Salford LA), with annual updates. New staff attend new starter training with the LA.</li> <li>• Asthma training is given in school to all staff in school.</li> <li>• Staff members have been trained on the use of an EpiPen.</li> <li>• Diabetes training annually and as required  EYFS staff paediatric first aid trained</li> <li>• Training with outside professionals as relevant  Rolling program for first aid training</li> <li>• Mr Bostock has received training on how to complete a CAF form and other relevant documents</li> <li>• Once a need is identified, training is sought for relevant staff</li> </ul>

<p>6. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> <li>• The School Nursing Team are on site to complete routine checks; ie; eyesight, hearing, height and weight. Parents and Carers are informed via a letter when their child is due to be seen.</li> <li>• The Educational Psychologist can be accessed through school after discussion with the SENDCO.</li> <li>• Occupational Therapy service.</li> <li>• Speech &amp; language</li> <li>• Place2Be</li> </ul>
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Communication with Parents

<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>
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Communication with Parents

<p>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</p>	<ul style="list-style-type: none"> <li>• An induction pack is given to all Nursery/Reception and new parents prior to their child starting school. Relevant staff attend new parent meetings</li> <li>• Parents given information about who the SENDCO and Child Protection Officer – this is clearly displayed around the school</li> <li>• Information is also distributed at parent’s evenings.</li> <li>• Information is also available on the school website and Parent’s App</li> <li>• School newsletter</li> </ul>
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<ul style="list-style-type: none"> <li>• Parents/Carers can speak to the class teacher both before and after school.</li> <li>• Parents can ring the school office to make an appointment to speak to the class teacher before or after school.</li> <li>• We operate an Open Door policy as far as is practical</li> </ul>

<p>3. How do you keep parents updated with their child/young person's progress?</p> <p>4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> <li>• Parents/Carers meetings are held twice a year.</li> <li>• The school has termly meetings where the pupils are given targets and these are sent home to the parents/carers.</li> <li>• Reward assembly.</li> <li>• Open mornings following Parent's Meetings</li> <li>• Star of the week postcards</li> <li>• Worker of the week</li> <li>• TTR and Spelling Shed weekly rewards</li> <li>• Weekly newsletter</li> </ul>
<p>5. How can parents give feedback to the school</p>	<ul style="list-style-type: none"> <li>• Parents/Carers are asked to complete a questionnaire once a year.</li> <li>• Feedback can be given online at Parent View.</li> <li>• <a href="http://www.parentview.ofsted.gov.uk/login">http://www.parentview.ofsted.gov.uk/login</a></li> <li>• Intermittent feedback can be written in pupil's reading record or in a letter addressed to the class or headteacher.</li> <li>• Parents can speak to the staff at any time.</li> </ul>
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p> <p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p> <p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p> <p>4. What opportunities are there for parents to get involved in the school or become school governors?</p> <p>5. How does the Governing Board involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	
<p>Working Together</p>	

1. Do you have home/school contracts?	No
2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none"> <li>• We have a new School Council, which has representatives from Years 1 to 6 plus a Head Boy and Head Girl</li> <li>• Mini-Vinnies, children in years 5 and 6 apply for this role</li> <li>• Sports Council</li>   <li>• Pupil questionnaires</li> <li>• <ul style="list-style-type: none"> <li>• Pupil Voice is heard by all subject leaders throughout the year as part of their monitoring process</li> </ul> </li> </ul>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> <li>• The school offers two parents/carers meetings. Parents and carers are asked to complete the questionnaires' on a regular basis. The school offers termly meetings with the parents of those children who have a Statement of Special Educational Needs/EHCP.</li> <li>• Annual review meetings for children with a Statement of Special Educational Need/EHCP.</li> <li>• Pupil and parent voice for EHCP's and ILP's</li> <li>• Pupil and Parent voice on SEN Passports</li> </ul>
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> <li>• When there is a vacancy for a parent governor, all parents are notified through the newsletter and app and invited to find out more/apply as per the application process.</li> <li>• Regular Parent workshops for all year groups</li> <li>• Celebration and class assemblies</li> <li>• School productions</li> <li>• Support with trips and visits</li> <li>• Book sharing</li> </ul>

<p>5. How does the Governing Board involve other agencies in meeting the needs of pupils with SEN and supporting their</p>	<ul style="list-style-type: none"> <li>The Governing Board has a SEND designated Governor, termly meeting with SENDCO The SENDCO provides termly updates to the Governing Board.</li> </ul>
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<p>families? (e.g. health, social care, voluntary groups</p>	
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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?

<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> <li>• SENDCO is available to assist with the completion of forms to support children and families. Parents/Carers can ask directly or make a request at the school office.</li> <li>• SENDCO will make parents/carers aware of the SIASS- Salford Information, Advice and Support Service who can support them with the completion of forms.</li> <li>• Deputy Head supports with High school applications and appeals</li> <li>• School Business Manager helps with Free school meals etc.</li> <li>• Office staff support with new starter forms</li> </ul>
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<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> <li>• SENDCO will liaise with all agencies and will give support to any family requiring help.</li> <li>• Information available on the website</li> <li>• New information sent via the APP</li> <li>• Attendance Lead in conjunction with Attendance Team provides information</li> <li>• Headteacher ensure relevant information is on website and sent via the APP</li> <li>• CWS &amp; OQPC news bulletin shared weekly through app</li> </ul>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	<ul style="list-style-type: none"> <li>• Children with limited ability access the gate near to the school entrance.</li> <li>• Plans put in place as needed</li> </ul>

Transition from Primary School and School Leavers

1. What support does the school offer for Year 6 pupils leaving the school? (e.g. visits to the school, buddying)
2. What support is offered for young people leaving the school? (e.g. What support does the school offer for year 6 pupils coming to the 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?

Transition from Primary School and School Leavers

<p>1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the school, buddying)</p>	<ul style="list-style-type: none"> <li>• Visits from new school and a variety of activities take place</li> <li>• Scheduled visits to their new school</li> <li>• Transition meetings between Year 6 teachers and SENDCO, parents views included</li> <li>• Moving on Well transition package delivered by Life Centre staff, additional support for identified children</li> <li>• Additional scheduled visits for identified children</li> <li>• Primary Inclusion Team CPD attended and support accessed when necessary for specific pupils</li> <li>• Salford LA transition package</li> <li>• Promote and encourage all transition activities held out of school time in high schools – open evenings, holiday club during first week of summer holidays</li> </ul>
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<p>2. What support is offered for young people leaving the school? (e.g. What support does the school offer for year 6 pupils coming to the careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<p>N/A</p>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<ul style="list-style-type: none"> <li>• PSHE lessons</li> <li>• RSE lessons</li> <li>• Modelling of appropriate adult behaviour by all staff in school</li> <li>• Links to real world highlighted through teaching of the curriculum</li> <li>• Trips linked to future careers to ensure we set high expectations for children and their futures</li> </ul>
<p>Extra Curricular Activities</p>	
<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.  2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?  3. How do you make sure clubs, activities and residential trips are inclusive?  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>	<ul style="list-style-type: none"> <li>• We have a breakfast club which runs from 8am each morning</li> <li>• We have accessed HAF Holiday clubs at various times over the last few years but have put this on hold due to building work</li> </ul>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> <li>• Lunchtime games club, TTR and reading</li> <li>• Lunchtime sports</li> <li>• No payment</li> </ul>

<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> <li>• All children are invited to attend clubs suitable for their year group.</li> <li>• Risk assessments are carried out prior to the residential trip taking place.</li> <li>• All trips are fully inclusive</li> <li>• Parents may be given help to cover the cost of any residential trip, by paying over a longer period of time. The school subsidises the cost of all trips as parents are asked to make a contribution to the cost. No child is excluded by the cost of an activity</li> </ul>
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> <li>• We are a Catholic school and children are taught to respect others both peers and adults. Staff act as role models. Mini Vinnies help younger children to play games at playtimes</li> <li>• A buddy or buddies are identified when new children join a class</li> <li>• Staff plan for opportunities to model appropriate social behaviour and interaction</li> <li>• <b>Children are given opportunities: 'To live life and have it to the full.' All children are given the opportunity to play a musical instrument regardless of their ability. ??</b></li> <li>• Staff encourage and organise games during lunch and break times</li> </ul>

Weblinks to Key Policies All policies are available on the school website: [www.stjosephsordsall.co.uk](http://www.stjosephsordsall.co.uk)

Glossary for Local Offer –

	<p>Annual Review</p>	<p>All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures 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.</p>
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ADHD/AD D	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	<p>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.</p> <p>Children with ADD/ADHD may be:</p> <p>Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	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.</p>

		<p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, 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>
	Asperger Syndrome	<p>An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.</p>

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> <p>Socialisation - poor social skills;</p> <p>Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'Asperger syndrome' are autistic spectrum disorders.</p>
	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 school and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.
	Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	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	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	Dyspraxia	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
EHCP	Education, Health and Care Plan	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.
EP	Educational Psychologist	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

	Exam Special Arrangements	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
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	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 school 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 level of children with special educational needs and/or a disability.
ILP	Individual Learning Plan	An ILP 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 ILP 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 ILP should be reviewed regularly and at least twice a year. If there is no ILP 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 school 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 goal 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.
SIASS	Salford Information, Advice and Support Service.	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	<p>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.</p> <p>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.</p>
	Physiotherapists	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.

	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing board or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENDCO	Special Educational Needs Co-Ordinator	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met.
SEN	Special Educational Needs	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	Special Educational Provision	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.

SEN	Special Educational Needs	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	Special Educational Needs (SEN) Code of Practice	See 'Code of Practice' above.

	Statement of Special Educational Needs	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2014, no new statements will be written. Instead, a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	Statutory 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 professional 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.
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 (TA) 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 into 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.
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