



Core Offer for Clarendon Road Primary School



All children and young people are entitled to an education that enables them to:

- 1. Achieve their best;*
- 2. Become confident individuals living fulfilling lives; and*
- 3. Make a successful transition into adulthood, whether into employment, further or higher education or training.*

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer. We are currently working on the LA's Local Offer and we will advise you of our website link in due course.

School	<i>Clarendon Road Primary School, Clarendon Road, Eccles, M30 9BJ</i>
Name of your school's SENCO	<i>Christine Clarke</i>
Contact details	<i>0161 789 4469 / clarendonroad.primaryschool@salford.gov.uk</i>
URL link to school's Local Offer	<i>https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/</i>
Date	<i>September 2018</i>

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 specialism/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 pupil 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 "offsite provision"?
9. What work experience opportunities do you offer

<p>1. What additional support can be provided in the classroom?</p>	<p>Where school thresholds met:</p> <ul style="list-style-type: none"> • Personalised teaching to pupils' specific needs • Teaching assistant • Differentiated teaching • Working walls • Intervention activities • Personalised learning toolkits • Access to quiet working areas within the classroom.
<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>Where school thresholds met:</p> <ul style="list-style-type: none"> • Advice from the Educational Psychologist • Support from LA Learning Support Service • Advice and support from the Primary Inclusion Team • Advice from CAMHS • Laptops • iPads • Coloured overlays and cream paper for students with dyslexic tendencies <ul style="list-style-type: none"> • ELKLAN Trained TAs (for Speech and Language support)
<p>3. Staff specialism/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • Experienced SENCO with SEN Qualification • Headteacher with SEN qualification • Experienced Deputy / Assistant Head who is phonics trained • Elkland trained staff

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<ul style="list-style-type: none"> • CPD training available: ADHD training • Dyslexia training • Behaviour modification programmes • Supporting EAL pupils in/out of the classroom EMTAS support for specified EAL pupils • Attachment • SEMH training
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> • Access arrangements – which includes readers, scribes, extra time, small classroom for anxious students/behaviour students • Coloured overlays and cream paper for pupils with dyslexic tendencies • Adults informed of pupil individual needs • Time given for adult and pupil to work together before testing
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Parents Evenings (including mid-year report card x2 year) • School reports – once yearly • Meetings with parents • Review of EHCP • Review of IEPs • ECM Planning Meetings as need arises to address new issues with staff and parents (led by SENCO)
<p>7. What external teaching and learning do you offer?</p>	<ul style="list-style-type: none"> • A range of after school sport and pastoral provision is available throughout the school year.
<p>8. What arrangements are in place to ensure that support is maintained in "offsite provision"?</p>	<ul style="list-style-type: none"> • No pupils access offsite provision
<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> • University student placements (pre-PGCE) • PGCE students • Secondary school placements for work experience, including students from local special secondary provision

Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</p> <p>2. What arrangements are in place for children with other SEN support needs?</p>	
<p>1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> • Invites to all parties involved • Review meeting held at a convenient time for parents who work/have commitments during school hours • Transport provided if needed (in exceptional circumstances) • Translator provided if needed • Consultation with staff prior to the meeting • Consultation with pupil prior to the meeting • Making parents aware of Salford Information Advice and Support Service (SIASS) • Making parents aware of Parent engagement Officer
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>Where school thresholds met:</p> <ul style="list-style-type: none"> • SENCO support • Learning Mentor 1:1 support (SEMH) • Streamed classes with additional intervention for reading, writing, maths, phonics • 1:1 targeted support where appropriate for EHC plans • Educational Psychologist for assessments and strategies • Learning Support Service for assessment and recommendations • Primary Inclusion Team for observations and advice
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> <p>2. What support is offered during breaks and lunchtimes?</p> <p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p> <p>4. What are the school arrangements for undertaking risk assessments?</p> <p>Where can parents find details of policies on bullying?</p>	
<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"> • Pupils enter and exit inclusively with all pupils, however, in exceptional circumstances, alternative entrance arrangements can be made (in consultation with SENCO / Class teacher) • Handover to class teacher (where appropriate)

2. What support is offered during breaks and lunchtimes?	<p>Where school thresholds met:</p> <ul style="list-style-type: none"> • Staffed Nurture Group access; open preschool, break, lunch. • Lunch can be eaten in Nurture Group, even if purchased from the dining hall. • Pupils who are upset, lonely, worried can access staff during the above times. • Worry Boxes available throughout school (Five Finger Tell Strategies)
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> • At all lesson changeovers staff all staff meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change over points. • 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. • PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. • Any pupil with a physical disability will receive a tailored plan for PE and appropriate support. Advice implemented from services such as physiotherapists and occupational therapists.
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> • All in line with Salford LA
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Policies can be found on the school Website, however if they ring school and request one school will send out a hard copy or email them a copy.
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? <p>Which health or therapy services can children access on school premises?</p>	
1. 1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> • School has a policy on medication administration, ratified and agreed by governors.

<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"> • A meeting is held with the parent/carer and class teacher. (Wider professionals may attend.) • The plan is shared with all relevant staff and wider professionals and monitored by the SENCO every term. • Parents are consulted should there be any adjustments made to the plan.
<p>3. What would the school do in the case of a medical emergency?</p>	<ul style="list-style-type: none"> • Call 999 • Contact a qualified first aider • Contact parent/carer, collect them or pay for a taxi if required • In absence of parent/carer a first aider would accompany the pupil to the hospital • If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in. • Healthcare Plans (if in place will be given to ambulance staff) • The school have a defibrillator and trained adults and children
<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"> • All staff are trained every 3 years 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 all trained on TAF completion and other relevant documents, i.e. RIATs, EWO referrals, etc. <ul style="list-style-type: none"> • Training can be accessed by outside professionals for ASD, ADHD, EAL, etc.
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • The school has no services on the premises

Communication with Parents

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?
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?

<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"> • 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 parent • Information is also available on the school website • Parents are told that they are welcome to ring regarding any concerns they may have and speak to the class teacher / SENCO. • SENCO will communicate via telephone/email to parents. • Staff wear ID badges and signing in system provides visitors with a photograph ID.
<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"> • Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. • All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after. • Follow up telephone call in some instances by SLT to confirm issues are resolved.
<p>3. How do you keep parents updated with their child/young person’s progress? 4. Do you offer Open Days?</p>	<ul style="list-style-type: none"> • Parents evenings • Home visits if requested • School reports • Reward cards • Telephone calls • Learning Open Days • Parents can make an appointment to tour the school
<p>5. How can parents give feedback to the school</p>	<ul style="list-style-type: none"> • Parent evenings • Via questionnaires • Parental meetings • Telephone calls, after parental meetings (SEN) • Arrange to see staff at a mutually convenient time.

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)	
1. Do you have home/school contracts?	<ul style="list-style-type: none"> • Yes
2. What opportunities do you offer for pupils to have their say?	<ul style="list-style-type: none"> • School Council (one per class) • Pupil Interview / Survey • Worry Boxes in each area
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> • Parents Evenings • Review meetings • Open door policy • Arranging a meeting with teachers.
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> • Parent Forum invitation (induction meetings, parents evening, flyers and website) <ul style="list-style-type: none"> • Shadow governing body in process
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)	<ul style="list-style-type: none"> • Governor link to Inclusion (including SEN / pastoral) • Governor linked to Inclusion 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?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<ul style="list-style-type: none"> • Yes, SENCO or Deputy 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 in exceptional circumstances. • Close links with Salford Information Advice and Support Service (SIASS) who also support our parents with completion of forms. • Learning Mentor supports parents to complete TAFs
1. 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?	<ul style="list-style-type: none"> • EWO in school weekly • Links and access to CAMHS / EP through SENCO referral

2. How does the school help parents with travel plans to get their son/daughter to and from school?	<ul style="list-style-type: none"> • Can support vulnerable families in crisis with transport in exceptional circumstances.
Transition from Primary School and School Leavers	
<ol style="list-style-type: none"> 1. What support does the school offer for year 6 pupils moving to secondary school? 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? 	
1. What support does the school offer for year 6 pupils with transition? (e.g. visits to the school, buddying)	<ul style="list-style-type: none"> • Transition activities provided with local secondary schools (from Year Five) • Learning Mentor support from local secondary school • Transition visits with individual children and primary Learning Mentor where needed. • Visits from secondary school • Handover of assessment and pastoral information to year seven staff in summer term
2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)	<ul style="list-style-type: none"> • Not applicable
3. What advice/support do you offer young people and their parents about preparing for adulthood	<ul style="list-style-type: none"> • Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life. • Provide good role models of behaviour to pupils by the way staff treat each other and the pupils. • World of Work events to promote future skills and choices
Extra-Curricular Activities	
<ol style="list-style-type: none"> 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? 	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<ul style="list-style-type: none"> • Before school breakfast club run by school • After school club from private provider • After school clubs: sports (range), choir, gardening,
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<ul style="list-style-type: none"> • Range of sporting and games activities in different zones on playground including football, quiet area and small games. • Clubs by outside providers may incur a small charge (e.g. music)

<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. • When invitees go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. • Experienced, trained staff accompany most trips out. • One to one support or small group support for pupils
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> • Issues identified through worry boxes • PSHE curriculum includes friendship work • Assemblies include reflection on friendship • Golden Rules (including 'THE' Golden Rule) • Circle Time

Key Policies

- Admissions
- Anti-bullying Policy
- Asthma Policy
- Behaviour Policy,
- TAF Policy
- Equality Diversity Policy
- First Aid Policy
- Looked After Children Policy
- SEND Policy
- LAC and PLAC Policy
- Child Protection Policy
- Safeguarding Policy