

**St. Sebastian's R.C. Primary School
Local Offer**



Keeping Christ at the heart of all we do.

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. Our website includes the name and contact details of our SENCO and a link to the Local Authority's Local Offer.

This model template has been designed by a working group of schools in Salford to pull together information so that children and young people with Special Educational Needs (SEN) or disabilities and their parents/carers know what support they can expect if they attend this school. The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs.

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| School Name | St. Sebastian's R.C. Primary School | | |
| Name and contact details of your school's SENCO | Jannine Platt 0161 921 1625 | | |

The person/role responsible for maintaining details of the Local Offer for this school:

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| Name of Person/Job Title | Jannine Platt (Deputy Head/SENCO) | | |
| Contact telephone number | 0161 921 1625 | Email | stsebastians.rcprimaryschool@salford.gov.uk |

Promoting Good Practice and Successes

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| Please give the URL for the direct link to your school's Local Offer | https://www.stsebastiansprimary.co.uk/ | | |
| Name | Mrs Caroline Doyle (Headteacher) | Date | 19 th November 2023 |

Please find an overview of the provision the school has in place for children with Special Educational Needs or Disabilities. If you are a parent and have any questions, please contact **Jannine Platt** (SENCO)

| Teaching and Learning | |
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| 1. What additional support can be provided in the classroom? | <p>St. Sebastian's offers a broad and balanced, fully inclusive curriculum with high expectations for all learners, engaging the needs of different cultures.</p> <p>We provide:</p> <ul style="list-style-type: none"> • Additional maths teacher in Key Stage Two. • 1 HLTA and 9 teaching assistants supporting individuals and groups across the school. • 1:1 personalised tutor support to address the specific needs of individual learners. • Reading volunteers. <ul style="list-style-type: none"> • Teaching adapted to pupils' specific needs as part of quality first teaching. • Visual timetables, now and next boards, table top task plans. • Individual workstations where needed. • Phonic and spelling mats. • Individual resources to support learning i.e. vocabulary books, letter formation strips, word webs. • Colourful semantics sentence construction aids. • Pre-teaching and frequent repetition of topics/skills/concepts. • Adaptive teaching scaffolds and practical hands on resources. • Lessons and language broken down into sizeable chunks. • Sensory circuits. • Specialist equipment e.g. pencil grips, ear defenders, wobble cushions, sensory aids. • Zones of regulation cards to support emotion regulation. • Social stories and Comic Strip conversations to promote suitable behaviour. • Meet and Greets with key adults/regular check ins with the Family Liaison Officer. • Specialist programme recommendations provided by outside agencies, e.g. Speech and Language, ACE Team. |

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| <p>2. What provision do we offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p> | <p>We set carefully adapted classroom tasks and draw up learning plans taking into account the pupil's strengths, specific needs, suitable adaptations and strategies to implement and we review progress each term with parents and relevant agencies.</p> <p>To ensure provision is closely matched to pupil need, we</p> <ul style="list-style-type: none"> • buy in additional support to consult with, assess and provide recommendations from <ul style="list-style-type: none"> - the Educational Psychologist Service. - the Speech and Language Therapist Service. • seek advice from the Learning Support Service and Primary Inclusion Team (for behaviour support). • have EMTAS working directly with pupils whose first language is not English and Traveller pupils each week. <p>We also modify/purchase necessary equipment/programmes, such as</p> <ul style="list-style-type: none"> • Chromebooks and ipads for individuals • Sloping desks • Specific apps for independent learning and translation needs • Now/next trays at work stations • Talking Tins • Table top prompts • Coloured overlays and papers for students with dyslexic tendencies/Irlens • Classroom sensory boxes. <p>Disabled toilet facilities are situated on the ground floor and entrance ramps enable wheelchair access to the ground floor facilities.</p> |
| <p>3. Staff specialisms/expertise around SEN or disability</p> | <p>We offer</p> <ul style="list-style-type: none"> • 4 ELKLAN trained teaching assistants • Wellcomm trained teacher • 8 staff trained in Total Communication strategies • 3 staff trained in Intensive Interactions • All staff trained to deliver Read, Write, Inc phonics programmes • All staff trained to deliver Colourful Semantics • Trained Reading and Maths Recovery SENCO • Mental Health practitioner on site 2 days a week • 1 Mental Health First Aid Lead • 2 Senior Mental Health Leads • Family Liaison Officer • All staff Mental Health Champions • All staff trained to use Zones of Regulation materials • All staff TeamTeach trained. <p>Professional development continues both online and within staff meetings, including in adaptive teaching.</p> |

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| <p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p> | <p>In-house and external staff training in person and online on a broad range of SEN areas takes place, including:</p> <ul style="list-style-type: none"> • Adaptive teaching – suitable scaffolds • Supporting pupils with autism/social and communication needs • Using Social Stories • Meeting sensory needs • Managing medical needs, e.g. epilepsy • Speech and Language – quality intensive interactions • Teaching pupils with English as an additional language • Supporting pupils with Irlens/dyslexia tendencies • Phonics • SEND support. <p>A staff meeting is dedicated to reviewing learning plans each term. Performance management and pupil progress meetings facilitate discussion of pupils with SEND. The SENCO attends cluster meetings and LA training to keep up to date with current practice. The school is supported by a Place2Be practitioner and a member of the LA SEND Team.</p> |
| <p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p> | <p>Access arrangements are planned according to pupil need – including readers, scribes, extra time, breaks during testing, small classroom for anxious students or those with behaviour or attention difficulties. Training for all involved in statutory tests takes place each year.</p> <p>The school arranges</p> <ul style="list-style-type: none"> • transition meetings for teachers to discuss special needs • provision of appropriate equipment and resources, e.g. acetates, variety of coloured whiteboard pens, various software. • provision of quiet working and nurture spaces. |
| <p>6. How do we share educational progress and outcomes with parents?</p> | <p>We share progress via</p> <ul style="list-style-type: none"> • an open door policy to speak with the Headteacher, SENCO and class teacher informally. • parent meetings with the class teacher twice a year. • end of year school reports in July indicating attainment against national norms. • reviews of learning plans with parents termly. • annual formal reviews of Education, Health and Care Plans with parents and other agencies. • consultations/solution focussed meetings with parents to review progress termly. • home/school records/diaries. • parents invited into classes, e.g. to join lessons, stay and play. • newsletters and online. |

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| <p>7. What external teaching and learning do we offer?</p> | <p>We offer</p> <ul style="list-style-type: none"> • swimming lessons in Year 4. • daily homework club • booster classes. • variety of after school clubs, including gardening, sport, digital leaders, art, book club. • Place2Be delivering 1:1 targeted counselling and group sessions x 2 days per week. • Family Liaison Officer in post delivering SEMH programmes x 4 afternoons to targeted pupils, including Lego Therapy. • Young carers and youth workers supporting pupils in school with SEMH. • Early Help Intervention delivering specific programmes to individuals, e.g. anger management. • ukelele lessons to Y5 pupils. • PE specialist delivering specific core body strength programme to targeted pupils. • residential in Y5 and Y6. • Into University off site study for Y6 pupils • Into University workshops for pupils in Y4-Y6 • PIPT parenting programme is offered to families. <p>Referrals can be made if needed for short term placements or alternative provision.</p> |
| <p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p> | <p>Any long term offsite provision is arranged formally with the provider.</p> <ul style="list-style-type: none"> • Staff/pupil ratios follow the school's educational visits policy on all trips taking into account any additional needs, including swimming. • A member of staff will always accompany the driver when using the school minibus. • Risk assessments/access plans are created ahead of any off-site visit. • Parents informed, consent and medical forms updated prior to any event off-site. • All staff briefed of their role before 'off-site' visits and procedures in place for the visit, as per the educational visits policy. • Parent meetings will take place prior to all residential. |
| <p>9. What work experience opportunities do we offer?</p> | <p>None of our pupils go on work experience but we do offer</p> <ul style="list-style-type: none"> • student teacher placements at our school in partnership with Edgehill University. • All Hallow's Key Stage 4 student work experience placements. • voluntary placements for adults wishing to gain childcare/teaching support experience or to simply help our children to succeed. |

| Annual Reviews | |
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| <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"> • All parties involved are invited to attend an annual review meeting, held at a convenient time at school, (this includes high school SENCO's for Y5 reviews). • A translator is provided, if needed. • The SENCO consults with teaching staff, prior to the meeting in order to report on progress. • Pupils are also invited to attend or share their views in the most appropriate way. • Parents are made aware of the parent partnership service (SIASS) for additional support, as necessary. • Review paperwork is completed and shared on the LA EHC Hub. |
| <p>2. What arrangements are in place for children with other SEN support needs</p> | <ul style="list-style-type: none"> • Quality first teaching is delivered to all pupils, including those with SEN support needs. Suitable adaptations are in place to promote independence and interventions arranged to boost attainment. • Half termly reviews of performance and pupil progress meetings with staff enable children to be tracked closely and suitable adaptations/interventions or support to be put in place, for those pupils working below age related expectations. • Learning plans are drawn up, shared with all involved and progress towards targets measured at the end of each term and shared with parents. • Teaching assistants are timetabled to support pupils at work and at play during lunchtimes outdoors, if necessary. • Specialist resources and software are purchased as needed. Specific training sought if necessary. • Referrals made to external agencies, OT, SALT, as required. • Transition programmes to new year groups are planned carefully, involving outside agencies, particularly for those pupils with SEBD or on those on the autistic spectrum. • Intervention programmes to accelerate performance if needed include: Fasttrack Phonics, Learning Support Service Literacy programme, Toe by Toe/WASp for spelling, Racing to English, Reading for comprehension, Switched on reading, Mastering number, Teaching language for social communication and interaction, Working memory, Physical activities to develop core body strength and coordination, Targeted Place2be 1:1 therapy, Journey of Hope group programme, Lego therapy, specific anger and anxiety reducing friendship and self-esteem SEMH programmes as well as journalling thoughts and experiences and gardening. |

| Keeping Children Safe | |
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| <p>1. What handover arrangements will be made at the start and end of the school day? Do we have parking areas for pick up and drop offs?</p> | <ul style="list-style-type: none"> • The 3 members of the DSL team are present at the gates in the morning to monitor pupil arrivals. Arrivals after the school gates have closed must enter via the main office. • Parents dropping pupils at the Breakfast Club should call the given number on arrival and a member of staff will collect the child/children. • Parents are able to wait in the playgrounds for the children to be collected at the end of the school day. Teachers hand over pupils individually to parents/carers at hometime and following after school clubs. Parents must inform the office if they wish their child to be collected by another adult. • Pupils not collected wait at the office until parents/carers arrive. • Wheelchair users can gain access to the lower floor of the building. • There are no designated parking spaces for parents directly outside the building, however, parents are encouraged to park at the community centre or the bays outside the shops and walk to the school grounds. • There is one bay for disabled parking in the school car park. Further details can be provided by the school office should this be required. • Individual circumstances for entry to school will always be considered in the best interests of the child by the Senior Leadership Team. |
| <p>2. What support is offered during breaks and lunchtimes?</p> | <ul style="list-style-type: none"> • Adequate adult/pupil ratios are adhered to at all times. • All staff have appropriate first aid, safeguarding training and DBS checks. • Special arrangements for some pupils or teams to carry out activities inside at lunchtimes are made, with appropriate supervision. • Play leaders or prefects support pupils in play at lunchtimes. • Play equipment is available on all yards. • Pupils who are upset, lonely or worried can speak to staff during lunchtimes. Staff on duty understand how to manage children's emotional needs and take appropriate action. |
| <p>3. How do we ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)</p> | <ul style="list-style-type: none"> • All equipment is regularly checked by qualified safety contractors. • The site officer checks equipment and grounds regularly. • Annual Health and Safety checks of fixed equipment are completed. • All staff are made aware of specific medical needs/allergies of pupils. Medical care plans are drawn up with the school nurse, parents or other agencies as necessary. • Most staff are trained to deliver first aid (paediatric first aid training). • Risk assessments are undertaken for all school trips and DfE pupil/staff ratio guidance according to the age of children is adhered to. • PE/swimming lessons are always adequately supervised and risk assessments for individuals with additional needs are undertaken if and when necessary. |

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| | <ul style="list-style-type: none"> • Staff accompany pupils during transition times around the school. • For all new trips, staff undertake pre-visits and discuss arrangements for SEN pupils prior to booking. Risk assessments are completed, including individual ones as necessary. • Staff to pupil ratios are followed as per guidelines for outside visits. (3-5yrs = 1:4 / 5-8yrs = 1:6 / 8-11yrs = 1:10) |
| 4. What are the school arrangements for undertaking risk assessments? | <ul style="list-style-type: none"> • All risk assessments, including individual risk assessments are carried out in line with Salford LA policy. Trip risk assessments are collated on the EVOLVE system - completed 2 weeks prior to an external visit and 6 weeks prior to a residential. These are checked by the Educational Visits Coordinator (EVC) and the Headteacher before being submitted to the LA. • Risk assessments are fully entrenched in school life. • Individual risk assessments are drawn up for children with specific needs. |
| 5. Where can parents find details of policies on bullying? | <p>Policies can be found on the school website, however parents can ring school and request a hard copy.</p> <p>https://www.stsebastiansprimary.co.uk/</p> |
| Health (including Emotional Health and Wellbeing) | |
| 1. What is the school's policy on administering medication? | <ul style="list-style-type: none"> • Parents complete initial documents identifying any medical needs on entry to the school. • The school's policy on medication administration has been ratified and agreed by governors and can be found on our website. • Medication will only be administered by a member of staff (overseen by another adult) when prescribed by a health professional. • All medicines are stored safely in the office and parents are asked to ensure that all medication is in date. • An individual Medical Care Plan/Risk Assessment and any relevant training will be completed prior to a child with a serious medical condition attending the school. |
| 2. How do we work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? | <ul style="list-style-type: none"> • A meeting is held with the parent/carer, SENCO, (kitchen staff if there are precise dietary requirements), school nurse and any other relevant professional to draw up or amend a plan. • The care plan is shared with all school staff, and reviewed as appropriate by the SENCO, parent and other as necessary. • Photographs of pupils with specific medical needs are displayed in the staffroom and in the school kitchen as appropriate. • Parents discuss amendments to the plan with staff as necessary. |

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| <p>3. What would the school do in the case of a medical emergency</p> | <p>In a medical emergency, the school will</p> <ul style="list-style-type: none"> • administer first aid – all staff are trained in basic first aid and send for help. First aid boxes can be accessed from every base of the school. A defibrillator is located in the office. • call 999. • contact the on-site qualified first aider. • contact the parent/carer or emergency contact if unavailable. • in absence of parent/carer a first aider would accompany the pupil to the hospital, together with a second member of staff. • 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. <p>If pupils have an individual medical protocol, then this would be followed.</p> |
| <p>4. How do we ensure that staff are trained/qualified to deal with a child's particular needs?</p> | <ul style="list-style-type: none"> • All staff are regularly trained on Safeguarding/Child protection policy and procedures. • The Headteacher is the Designated Safeguarding Lead, supported by the Deputy Headteacher and the Family Liaison Officer (making up the Safeguarding Team). • Staff and governors undertake external courses provided by the LA every 18 months. • Training is delivered as necessary and outside agencies are utilised where possible, e.g. managing asthma, using an epi pen, calm classrooms, first aid, bereavement training, mental health support, adverse childhood experiences. • Initially, the school nurse shares the Health Care Plan with the class teacher and/or SENCO, as new pupils arrive, with specific medical or physical needs. |
| <p>5. Which health or therapy services can children access on school premises?</p> | <ul style="list-style-type: none"> • The school can request input from the school nurse, as and when necessary. • Place2Be can be accessed 2 days a week on site for children to self refer. • The Family Liaison Officer also supports pupils who may need emotional support. • Yearly vision and hearing checks take place for pupils in Reception and Year One and health checks for pupils in Year Six. |
| <p>Communication with Parents</p> | |
| <p>1. How do we ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</p> | <ul style="list-style-type: none"> • The school website details contact information, staff roles and their responsibilities. • A governor photograph board can be found at the main entrance. • The Headteacher, SENCO and school staff work hard to maintain positive relationships with parents and are available for informal discussion at the end of each day or at other times by arrangement. • Newsletters are sent out weekly giving up to date information. • Parents are invited to coffee mornings, parent meetings, subject specific meetings and to ‘meet the teacher’ at the beginning of each school year. |

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| | <ul style="list-style-type: none"> • School induction packs are given to families at EYFS meetings. • Nursery home visits are made as required. • Leaflets containing contact details of key safeguarding staff members are available in the main entrance. • A Place2Be noticeboard is also situated in the main entrance giving details of key staff and ways to seek support. |
| 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy? | <ul style="list-style-type: none"> • The Headteacher endeavours to maintain an 'open door' policy and meet with parents as quickly as possible, as needs arise on a daily basis. • Parents may be asked to make an appointment, dependent on the nature of the concern or the member of staff they would like to speak to due to teaching commitments. • The Family Liaison Officer and Senior Leaders are available at the gate every morning to deal with any concerns or pass information to relevant staff. |
| 3. How do we keep parents updated with their child/young person's progress? | <ul style="list-style-type: none"> • Parent meetings – twice yearly. • School reports – annually in July. • Achievement, positive behaviour and attendance are recognised in whole school assemblies and in the weekly newsletter, • Informal discussions face to face or via telephone. • Formal review meetings arranged for individual pupils with additional needs. |
| 4. Do we offer Open Days? | <ul style="list-style-type: none"> • All parents of new Nursery and Reception children are invited to a Welcome meeting and an Open Day in the Summer term, prior to starting at the school. Nursery Home Visits can be arranged. • An EYFS Open Evening for parents of pupils who may be interested in seeking a place at the school for the next academic year is held in the autumn term. • Parents are invited to their child's class for various workshops/curriculum drop ins/stay and plays during the course of the year. |
| 5. How can parents give feedback to the school? | <p>The school welcomes feedback from parents, on a day to day basis. Parents can also make their views known</p> <ul style="list-style-type: none"> • via email, telephone or in writing • via school questionnaires/surveys • at review meetings • at parent meetings. |

| Working Together | |
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| 1. Do we have home/school contracts? | <ul style="list-style-type: none"> • Parents are asked to read and sign Home School Agreements annually in the autumn term. • Online safety agreements are also shared with parents, pupils and staff. |
| 2. What opportunities do we offer for pupils to have their say? e.g. school council | <ul style="list-style-type: none"> • The School Council, made up of two children from each year group, meet weekly. • Other pupil leadership groups include Digital Leaders and GIFT team (pupil chaplains). • Pupil questionnaires and interviews enable pupils' views to be heard. • The Head Boy and Girl put forward pupil views when appropriate. • PSHE lessons, small group and individual wellbeing sessions offer pupils a safe place to express their views. • Staff ensure they listen to children on an informal basis as <i>trusted adults</i>. |
| 3. What opportunities are there for parents to have their say about their son/daughter's education? | <p>The school maintains an 'open door' policy and parents are also encouraged to share their views via</p> <ul style="list-style-type: none"> • surveys • parents meetings and SEND reviews • private appointments or telephone discussions with the Headteacher, SENCO or class teacher. |
| 4. What opportunities are there for parents to get involved in the school or become school governors? | <p>Parents are invited to become involved in various activities throughout the year. These include:</p> <ul style="list-style-type: none"> • fairs, School Council and fundraising events • church Masses and the Sacramental programme • school celebrations and assemblies • Sports Days • trips • classroom workshops • coffee mornings • reading volunteers <p>All parents are invited by letter to be involved in the governing body, when a position arises.</p> |
| 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"> • The Headteacher meets regularly with governors and details SEN updates in the Headteacher's report, inviting governors to respond. • The SENCO shares current practice and actions with the link SEND governor. • Named governors are involved in pupil welfare, attendance and behaviour issues or panels. • Link governor visits to the school are arranged throughout the year. • Governors maintain up to date training related to their role. |

| What Help and Support is available for the Family? | |
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| 1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? | <p>The school office</p> <ul style="list-style-type: none"> • arranges meetings with the SENCO or Family Liaison Officer for parents to discuss and help complete paperwork, including Early Help requests. • signposts parents to SIASS (Salford Information Advice and Support Services). • will support families with completing forms if necessary. • will access an interpreter if necessary to aid induction. |
| 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? | <ul style="list-style-type: none"> • Parents can contact the Family Liaison Officer, SENCO, class teacher or Headteacher via the school office who can then seek relevant guidance or contact the appropriate agency. • Information is available on the school website, internal noticeboards and via leaflets and flyers from agencies which can be shared with parents. • Coffee mornings offer further opportunities for parents to speak directly with members of staff and other agencies. • Pupils can self refer to Place2Be for <i>Time to Talk</i> or speak directly with the Family Liaison Officer. • Pupils are encouraged to speak to the class teacher as a trusted adult or to other pupils such as the Head Boy and Girl who may be able to seek suitable help. |
| 3. How does the school help parents with travel plans to get their son/daughter to and from school ? | <ul style="list-style-type: none"> • The school work in partnership with parents and other agents to access all resources available should travel plans be necessary. |
| Transition from Primary School and School Leavers | |
| 1. What support does the school offer for Year 6 and other pupils coming to the school? (e.g. visits to the school, buddying) | <ul style="list-style-type: none"> • New pupils to the school are invited to spend a day or half day in the class to meet the pupils and staff, prior to starting, if time allows. A suitable class buddy will be allocated to support the child initially. • The Family Liaison Officer will support the family as appropriate. • At the end of each academic year pupils have a transition day to their new class and meet their teacher. New pupils are invited to join. • Pupils with SEN may also receive a transition booklet pack, with photographs of their new classroom, communal areas and key adults. |
| 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"> • Links with the feeder secondary school, All Hallow's begin in Year 4. Taster/activity days are offered during the course of Year 4 and 5 and further visits are arranged during Year 6 to the relevant high school. • The high school SENCO is invited to the Annual Review in Year 5 for pupils with Care Plans, at which transition visits, summer clubs and other arrangements can be discussed. • The SENCO shares all relevant reports for pupils with SEND in Y6 with the secondary school SENCO and the Y6 teacher meets to discuss pupils with the Head of Year 7. |

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| | <ul style="list-style-type: none"> • Staff complete necessary transition forms in the summer term to enable the high school to put appropriate support in place. • School transfers all the child's data and records to the secondary school. • Additional visits to the new setting may be offered and facilitated by the SENCO in the summer term. • Transition booklets may also be prepared to prepare pupils for change. |
| 3. What advice/support do we offer young people and their parents about preparing for adulthood | <ul style="list-style-type: none"> • Superskills for Life, Journey of Hope and other SEMH programmes are offered to pupils in Year 5 and 6 to support transition. • The social, moral, spiritual and cultural skills required in preparation for adulthood permeate our school mission statement, Catholic ethos and curriculum. • RSHE education, PSHE, DT and Science address more explicitly some of the issues relevant to the age of our pupils. • Attendance and punctuality are constantly reminded and the school's <i>Ready, Respectful and Safe</i> behaviour code is encouraged at all times. |
| Extra Curricular Activities | |
| 1. Do we offer school holiday and/or before and after school provision? If yes, please give details. | <p>We offer</p> <ul style="list-style-type: none"> • Breakfast Club daily. • Homework Club after school (daily). • Weekly Sports, Choir, Art, Book, Gardening and Digital Leaders Clubs after school. • Y5 and Y6 residential trips. |
| 2. What lunchtime or after school activities do we offer? Do parents have to pay for these and if so, how much? | <ul style="list-style-type: none"> • Lunchtime supervisors arrange playground activities each day and encourage pupils to participate, with the help of Playground Leaders. • A sports coach organises physical activities two lunchtimes per week. • Alternative activities/roles are arranged for vulnerable pupils during unstructured times. • The School Council and GIFT team meet at lunchtime. • There is a small charge to attend the after school Homework Club only. • There is also a charge for residential trips. |
| 3. How do we make sure clubs, activities and residential trips are inclusive? | <p>We ensure that during all clubs, out of class/school activities and residential trips</p> <ul style="list-style-type: none"> • Risk assessments are carried out and all reasonable adjustments made. • No child will be excluded from a trip due to a special educational need or disability. • Parents are consulted and can request they accompany their child, if needed. • Information sharing meetings with parent are held prior to residential trips. • Leaflets/information will be shared with pupils and social stories/photo packs prepared if necessary. • Medical conditions are catered for. |

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| | <ul style="list-style-type: none"> • Appropriate supervising staff to pupil ratio guidance is adhered to and additional supervision in place for vulnerable pupils. • Experienced, trained staff accompany children on trips. |
| <p>4. How do we help children and young people to make friends?</p> | <ul style="list-style-type: none"> • The school mission statement, the gospel values, behaviour code and underlying Catholic ethos of the school promote positive relationships and friendships with peers. • Daily lessons, assemblies, PSHE and RSHE focus on good relations and respect for one another. • SEMH small friendship social skills groups are integrated into some individual pupils weekly routine. • The School Council and Playground Leaders work to improve playtime activities on offer. • New children are welcomed and paired up with buddies and all staff actively encourage children to be inclusive and caring throughout the school. |

Glossary

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| | Annual Review | All Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan. |
| ADHD/ADD | Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder | ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: <ul style="list-style-type: none"> • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention. |
| | Assessment | This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an Education, Health and Care Plan. |
| | Asperger Syndrome | An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child. |
| ASD | Autistic Spectrum Disorder | Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders. |
| C up L | Catch up Literacy | Pupils with a reading age below 9 years 6 months 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. |

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| | Code of Practice | The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs. |
| | 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. |
| | Dysgraphia | Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties). |
| | Dyslexia | Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below |
| | Dyspraxia | A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below. |
| EHCP | Education, Health and Care Plan | An EHCP has statutory protection and 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. |
| | 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'. |

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| HI | Hearing Impairment | Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum |
| | Inclusion | Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. |
| 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 and 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. |
| | Learning Mentors | Learning Mentors may work with school pupils 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. |
| LA | 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 Salford, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs. |
| LSU | Learning Support Unit | A room where small numbers of pupils with severe emotional and behavioural difficulties can work together, with support, to achieve at least 5 A*-C grades (including maths and English) at GCSE level. |
| MLD | Moderate Learning Difficulties | Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. |
| | National Curriculum | This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable. |
| | National Curriculum Inclusion Statement | A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed. |
| | Nurture Room | Room where vulnerable pupils can work in small groups, with support, in a nurturing atmosphere to achieve at least 5 A*-C grades at GCSE level. |

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| | 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. |
| | Personalised Learning | Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability |
| | Phonics | A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. |
| | Phonological Difficulties | A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech. |
| PD | Physical Difficulty | There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support. |
| | Physiotherapists | Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan. |
| | Responsible Person | The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs. |
| SENCO | Special Educational Needs Co-Ordinator | A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met. |
| SEN | Special Educational Needs | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age. |
| | Special Educational Provision | The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age. |
| SIASS | Salford Information and Advisory 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. |

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| 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. |
| | 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. |
| TAs | Teaching Assistants | Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Teaching assistants may be called other things, such as learning support assistant (LSA) or special support assistant (SSA) particularly if they support a child with special needs. |
| | Transition | Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful. |
| | Transition Plan | 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. |
| 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. |