



Our Local 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>Victoria Wise</i>
Contact details	<i>0161 921-1170 / clarendonroad.primaryschool@salford.gov.uk</i>
URL link to school's Local Offer	<i>www.clarendonroadschool.org</i>
Date	<i>September 2024</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

1. What additional support can be provided in the classroom?

- *Where school thresholds met:*
- *Personalised teaching to pupils' specific needs*
- *Teaching assistants delivering interventions across the school*
- *9 Teaching Assistants (4 HLTA's/5 TA's)*
- *Teaching Assistants with dedicated areas of SEND*
- *Adaptive teaching*
- *Working walls*
- *Zones of Regulation*
- *Personalised learning toolkits*
- *Daily well-being check in (feelings charts)*
- *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>	<ul style="list-style-type: none"> ○ <i>Where school thresholds met:</i> ○ <i>Advice from the Educational Psychologist /Speech and Language therapists</i> ○ <i>Support from LA Learning Support Service</i> ○ <i>Advice and support from the Primary Inclusion Team</i> ○ <i>Advice from CAMHS</i> ○ <i>Laptops</i> ○ <i>IPads</i> ○ <i>Coloured overlays and cream paper for students with dyslexic tendencies</i> ○ <i>ELKLAN Trained TAs (for Speech and Language support)</i>
<p>3. Staff specialism/expertise around SEN or disability</p>	<ul style="list-style-type: none"> ○ <i>SENCO with SEN Qualification in progress and Assistant SENCO with SEN Qualification in progress</i> ○ <i>Experienced Assistant Head Teachers x2 who are both phonics trained</i> ○ <i>Elklan trained staff</i> ○ <i>Mental Health First Aider</i> ○ <i>4 staff trained in 'Team Teach' (managing challenging behaviour)</i> ○ <i>EMTAS support to develop English proficiency for identified EAL pupils</i> ○ <i>We have staff trained for the use of Epipen</i> ○ <i>Key staff have received training on the use of a defibrillator.</i> ○ <i>Blended paediatric first aid training</i> ○ <i>AED & CPR training</i>
<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"> ○ <i>CPD training available: LSS/PIT Team/IReach/LEGO Therapy/Speech and Language Training</i> ○ <i>Primary Inclusion team training</i> ○ <i>Dyslexia and Dyscalculia training</i> ○ <i>Behaviour modification programmes</i> ○ <i>Supporting EAL pupils in/out of the classroom EMTAS support for specified EAL pupils</i> ○ <i>Attachment training</i> ○ <i>SEMH training</i> ○ <i>Pupil Progress meeting with teachers, SENCO and Head Teacher on a half termly basis</i>
<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"> ○ <i>Access arrangements – which includes readers, Scribes, extra time, small classroom for anxious students/SEMH needs</i> ○ <i>Training for Readers and Scribes before tests</i> ○ <i>Coloured overlays and cream paper for pupils with dyslexic tendencies Adults informed of pupil individual needs</i> ○ <i>Time given for adult and pupil to work together before testing</i> ○ <i>Teachers informed of all pupils' reading ages on a termly basis</i>

	<ul style="list-style-type: none"> ○ <i>Teachers and Teaching Assistants are informed of all pupils having special needs and have regular meetings with SENCO</i> ○ <i>Meeting between SENCO & "end of Key Stage" teachers.</i>
6. How do you share educational progress and outcomes with parents?	<ul style="list-style-type: none"> ○ <i>Parents Evenings Aut/Spring/Summer (including mid-year report card x2 year)</i> ○ <i>School reports – once yearly (summer term)</i> ○ <i>Meetings with parents where required</i> ○ <i>Review of EHCP's</i> ○ <i>Review of IEP's</i> ○ <i>Early Help meetings (Deputy Headteacher)</i>
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> ○ <i>A range of after school sport and pastoral provision is available throughout the school year.</i> ○ <i>Tutoring</i> ○ <i>Logins provided for accessible learning APPs</i> ○ <i>Use of school website to access information about learning</i> ○ <i>Advice & support from PIT</i> ○ <i>Advice & support from LSS</i> ○ <i>Trips relating to curriculum topics</i>
8. What arrangements are in place to ensure that support is maintained in "offsite provision"?	<ul style="list-style-type: none"> ○ <i>No pupils access off-site provision</i> ○ <i>Structure for managed moves in place with local Primary Schools.</i> ○ <i>Liaison with & support from PIT when required</i>
9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> ○ <i>What work experience opportunities do you offer?</i> ○ <i>University student placements (pre-PGCE)</i> ○ <i>PGCE students</i> ○ <i>Secondary school placements for work experience, including students from</i> ○ <i>Local special secondary provision</i>

Annual Reviews

1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

2. What arrangements are in place for children with other SEN support needs?

<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"> ○ <i>Invites to all parties involved</i> ○ <i>Review meeting held at a convenient location - school</i> ○ <i>Review meeting held at a convenient time for parents who work/have commitments during school hours</i> ○ <i>Transport provided if needed (in exceptional circumstances)</i> ○ <i>Translator provided if needed</i> ○ <i>Consultation with staff prior to the meeting</i> ○ <i>Consultation with pupil prior to the meeting</i> ○ <i>Making parents aware of Salford Information Advice and Support Service (SIASS)</i>
<p>2. What arrangements are in place for children with other SEN support needs?</p>	<ul style="list-style-type: none"> ○ <i>Where school thresholds met:</i> ○ <i>Targeted small classes with additional intervention for reading, writing, maths, phonics</i> ○ <i>Semi-formal learning pathway for SEMH needs</i> ○ <i>1:1 targeted support where appropriate for EHC plans</i> ○ <i>Learning Support Service for assessment and recommendations</i> ○ <i>Primary Inclusion Team for observations and advice</i> ○ <i>Teaching Assistant support</i> ○ <i>English and Maths interventions in addition to adapted work</i> ○ <i>Educational Psychologist for assessment, recommendations and strategies</i> ○ <i>Quality First teaching</i> ○ <i>SENCO Support</i>

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 assessments?
5. Where can parents find details of policies on bullying?

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?

- *Headteacher and Deputy Headteacher are in the playground every morning to greet children and discuss any issues with parents*
- *Teaching staff and Teaching assistants are present when children are collected to ensure a safe handover at the end of the day*
- *Identified pupils with an EHCP have a daily handover to parents/carers at the end of the day. This offers a chance for discussion of any issues and successes that have arisen during the day and an update in terms of medical needs*
- *Pupils enter and exit inclusively with all pupils, however, in exceptional circumstances, alternative entrance arrangements can be made (in consultation with SENCO / Class teacher/Headteacher to enter via the main office)*
- *Handover to class teacher (where appropriate)*

2. What support is offered during breaks and lunchtime?

- *Where school thresholds met:*
- *OPAL play trained staff facilitate mixed provision*
- *High staffing ratio at lunchtime*
- *Pupils who are upset, lonely, worried can access a variety of trusted adults/staff during the above times.*
- *Worry Boxes available throughout school (Five Finger Tell Strategies)*

<p>3.How do you ensure my son/daughter stays safe outside the classroom?</p>	<ul style="list-style-type: none"> ○ All gates are locked around outside spaces ○ Staff members meet and greet pupils at the start of the day and dismiss them at the end ○ 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 ○ Specialist PE coaches deliver PE lessons ○ Annual audit of PE resources to ensure they are safe ○ TA support where required during PE lessons ○ 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. ○ Higher staff ratios for classes on trips with children with SEMH and significant SEND needs ○ Parents encouraged to accompany their child when appropriate
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none"> ○ ○ All in line with Salford LA - EVOLVE
<p>5. Where can parents find details of policies on bullying?</p>	<ul style="list-style-type: none"> ○ Policies can be found on the school Website ○ Parents can request one and school will send out a hard copy or email it to them

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 access school premises?

1. What is the school's policy on administering medication?

- *School has a policy on medication administration, ratified and agreed by governors.*

2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- *A meeting is held with the parent/carer and SENCO (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.*
- *Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.*

3. What would the school do in the case of a medical emergency?

- *Call 999*
- *Contact a qualified first aider*
- *Contact parent/carer, collect them or pay for a taxi if required*
- *In absence of parent/carer a first aider would accompany the pupil to the hospital*
- *If language is a barrier 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) Head Teacher or SENCO available to discuss Care Plans*
- *The school have a defibrillator and trained adults to operate*

4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?

- *All staff are trained every 12 months on Safeguarding/Child Protection and KCSIE and are updated at regular intervals*
- *Relevant staff undertake external courses provided by the LA and private companies – e.g. TEAMTEACH*
- *Training in relation to meeting medical needs e.g. asthma, epilepsy, diabetes are organised with the school nurse as required. Relevant staff are trained in how to use an Epi-pen*
- *Relevant staff all trained on Early Help Form /TAF completion and other relevant documents*
- *All teachers understand the thresholds and procedures for referrals to Children's Services*
- *Training can be accessed by outside professionals for ASD, ADHD, EAL etc. in relation to meeting the needs of children with specific difficulties*

5. Which health or therapy services can children access on school premises?

- *Link Speech and language therapists have 6 in school visits each year to meet with SENCO and discuss referrals etc.*
- *School have invested in Enhanced SALT and receive one full day every two weeks to assess, implement programmes and train staff where necessary.*
- *School is part of Thrive in Education, resulting in an Education Mental Health Practitioner being in school 0.5 days per week.*
- *Although other therapists are not routinely based in school, facilities exist to enable them to work and carry out programmes on the school site e.g. play therapists, occupational therapists, physiotherapists etc. Additionally, these professionals support school staff to implement individual programmes*
- *School nurse*
- *OT on request*
- *LSS on request*
- *Place 2 Be therapy practitioner is on site 2 days per week*

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.	5.How can parents give feedback to the school?

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?

- Staff photograph board in the main office identifying Staff and SENCO etc
- Meet the teacher meetings are delivered in Autumn term
- Breakfast Club have a message passing system if child is in wrap around care
- Information available on school website
- Home visits – attendance issues, transition, SEND issues etc.
- SENCO & EYFS staff attend “Stay & Play” sessions and meetings for parents
- Staff wear ID badges and our signing in system provides visitors with a photograph ID
- Information is also distributed at parents’ evenings, if parents’ don’t attend a letter is sent to them
- 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.

2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

- Open door policy to speak to a member of EYFS staff, SENCO, DHT & Head Teacher during drop off or collection
- An appointment will be offered for teaching staff teacher, due to their teaching commitment
- Teaching staff are also available at the end of the day when children are leaving the school

- *All queries and concerns are dealt with or responded to by office staff, DHT, SENDCO, AHT or Headteacher as swiftly as possible; usually on the day of initial contact or at the latest, the day after.*
 - *If a request is made to teaching staff, front of house will advise that teachers will act upon the request within the time frame of a week to allow for PPA time to complete the necessary preparation*
 - *Follow up telephone call/emails in some instances by SLT to confirm issues are resolved.*
- 3. How do you keep parents updated with their child/young person's progress?**
- *Parents Evenings-Autumn and Spring Term*
 - *School reports – Summer Term*
 - *Meetings with parents where required*
 - *School reports*
 - *Review of EHCPs & IEPs*
 - *Rewards & certificates presented in Assembly weekly*
 - *Telephone calls*
 - *Learning Open Days*
 - *Parents can make an appointment to tour the school*
- 4. Do you offer Open Days?**
- 5. How can parents give feedback to the school?**
- *Parent evenings*
 - *Via questionnaires*
 - *Email*
 - *Telephone*
 - *Parental meetings*
 - *Report Reply Slips*
 - *Telephone calls, after parental meetings (SEN)*
 - *Arrange to see staff/senior leaders 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"> ○ <i>Yes– completed annually by parents and children or when a new child joins school</i>
2. What opportunities do you offer for pupils to have their say?	<ul style="list-style-type: none"> ○ <i>School Council (one per class)</i> ○ <i>Pupil Interview / Survey</i> ○ <i>Pupil voice</i> ○ <i>PSHE Lessons</i> ○ <i>Place 2 Be</i> ○ <i>Worry Boxes in each area</i> ○ <i>I-Reach</i>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> ○ <i>Parents Evenings</i> ○ <i>Open door policy</i> ○ <i>Arranged meetings with teachers</i> ○ <i>Parents Evenings</i> ○ <i>EHCP Review meetings</i> ○ <i>Parent Questionnaires</i> ○ <i>Meetings with Head Teacher</i> ○ <i>Team Around the Family (TAF) meetings</i>
4. What opportunities are there for parents to get involved in the school or become school governors?	<ul style="list-style-type: none"> ○ <i>Parent Forum invitation (induction meetings, parents evening, flyers and website)</i> ○ <i>Newsletters</i> ○ <i>Website</i> ○ <i>Invitation to be a governor when a vacancy arises</i> ○

<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)</p>	<ul style="list-style-type: none"> ○ <i>Governor link to Inclusion (including SEN / pastoral)</i> ○ <i>Designated Governor for Child Protection and Cared for Children.</i> ○ <i>Governing Body Pupil Discipline and Appeals Committees are established Designated SEND governor attends meetings with the SENCO</i> ○ <i>SEND governor attends all courses relevant to the role</i>
---	--

<p>What Help and Support is available for the Family?</p>	
<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>	
<p>2. What information, advice and guidance can parents and young people access this? Who normally provides this help and how would they access this?</p>	
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school?</p>	

<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"> ○ <i>Yes, SENCO or Deputy SENCO would arrange to meet with them and help them complete all the necessary paper work.</i> ○ <i>Parents are offered this service at a parental meeting or by phone.</i> ○ <i>Home visits are undertaken if parent/carer cannot get into school in exceptional circumstances.</i> ○ <i>Close links with Salford Information Advice and Support Service (SIASS) who also support our parents with completion of forms.</i> ○ <i>Learning Mentor supports parents to complete TAFs</i>
<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"> ○ <i>EWO in school weekly</i> ○ <i>Links and access to CAMHS / EP through SENCO referral</i>
<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"> ○ <i>Can support vulnerable families in crisis with transport in exceptional circumstances.</i>

Transition from Primary School and School Leavers	
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 transition?

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"> ○ <i>Transition activities provided with local secondary schools (from Year Five)</i> ○ <i>Learning Mentor support from local secondary school</i> ○ <i>Transition visits with individual children and primary Learning Mentor where needed.</i> ○ <i>Visits from secondary school</i> ○ <i>Handover of assessment and pastoral information to year seven staff in summer term</i>
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"> ○ <i>Not applicable</i>
3. What advice/support do you offer young people and their parents about preparing for adulthood?	<ul style="list-style-type: none"> ○ <i>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.</i> ○ <i>Provide good role models of behaviour to pupils by the way staff treat each other and the pupils.</i> ○ <i>World of Work events to promote future skills and choices</i>

Extra-Curricular Activities
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 providers ○ After school clubs: sports (range), various instruments, Spanish, quilling, cooking and art. ○ Holiday club run by external provider
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)
3. How do you make sure clubs, activities and residential trips are inclusive?	<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
4. How do you help children and young people to make friends?	<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

*CFC and PCFC Policy * SEND Policy* Child Protection Policy * Safeguarding Policy

