

## Local Offer

<b>School</b>	<b>Christ the King RCPS Holly Avenue Walkden M28 3DW</b>
<b>Name and contact details of your school's SENCO</b>	<b>Joanne McAllister 0161 921 1630</b>

<b>Name of Person/Job Title</b>	<b>Joanne McAllister, SENCO and Assistant Headteacher</b>		
<b>Contact telephone number</b>	<b>0161 921 1630</b>	<b>Email</b>	<b>Joanne.mcallister@salford.gov.uk</b>

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><a href="http://www.christthekingschool.co.uk">www.christthekingschool.co.uk</a></b>		
<b>Name</b>	<b>Joanne McAllister</b>	<b>Date</b>	

*Please find an overview of the provision Christ the King Primary School has in place for children with Special Educational Needs. If you are a parent and have any questions please contact Nichola Potts (SENCO).*

**Teaching and Learning**

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

**Teaching and Learning**

<p>1. What additional support can be provided in the classroom?</p>	<p>Teaching assistants are employed and used to support and enhance learning.                  Smaller group work to support and enhance learning.                  Word walls and individual resources to support learning ie word books, key vocabulary.                  Pre-teaching of topics.                  Differentiated activities, learning and resources.                  Teaching linked to pupils' specific needs.                  The use of specialist programmes provided by outside agencies.                  Use of Bloom's Taxonomy and Kagan structures.</p>
<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>Precision Teaching                  PIXL                  Individual targets and personalised learning plans                  Advice from the Educational Psychologist                  Advice from external agencies such as Speech and Language, occupational therapy, where appropriate.                  ELKLAN Trained staff (for Speech and Language support)</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Experienced SENco                  TA's trained interventions eg precision teaching, reading recovery phonics</p>

	catch up programmes, dyslexia and ELklan. CPD training in Autism, ADHD ,Hearing Impaired, Speech and Language
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	CPD training offered regularly on: Social stories Dyslexia training Hearing Impaired Speech and Language
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	Purchase specific resources eg acetates and software for dyslexic pupils , specialist numeracy resources for children with physical difficulties Access arrangements – which includes Readers, Scribes, extra time, small classroom where appropriate. Differentiated activities, papers and resources. Teachers informed of all pupils having special needs. Training for Readers and Scribes before exams.
6. How do you share educational progress and outcomes with parents?	'Home-School' books Certificates and rewards systems Parents Evenings Informal parent drop in sessions half termly School reports annually Meetings with parents informally Review of statements Review of IEPs termly with parental input.
7. What external teaching and learning do you offer?	Where appropriate pupils are engaged in external learning from specialist teachers.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	No pupils access offsite provision
<b>Annual Reviews</b>	
<ol style="list-style-type: none"> <li>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</li> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	
<b>Annual Reviews</b>	

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<p>Initial meetings held with parents Pupil voice Invites to all parties involved Review meeting held at a convenient location Review meeting held at a convenient time for parents who work/have commitments during the day Consultation with staff prior to the meeting and discussion surrounding next steps and provision for the child.</p>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>Specialist resources and software if needed Individual plans and interventions SENco support Small class sizes Small group interventions determined based on half termly assessments. Educational Psychologist for assessments and strategies</p>
<p><b>Keeping Children Safe</b></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? 2. What support is offered during breaks and lunchtimes? 3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) 4. What are the school arrangements for undertaking risk assessments? 5. Where can parents find details of policies on bullying?</p>	
<p><b>Keeping Children Safe</b></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>	<p>Parents can wait for pupils at the classroom exit doors. Where disabled access to a car is required this can be arranged through discussion with the Headteacher. Pupils with SEN have staff entrance and exit accessibility .</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>1:1 support if required via use of 'buddies' and support staff. Lunchtime clubs Playground leaders and 'mini whistlers' for inclusion.</p>
<p>3. How do you ensure my son/daughter stays safe outside the</p>	<p>Additional support staff if part of individual plan</p>

classroom? (e.g. during PE lessons and school trips)	Risk assessments are undertaken for all school trips. PE lessons are always taught by a teacher or qualified coach. Care plans are put in place where amendments are necessary for individual pupils.
4. What are the school arrangements for undertaking risk assessments?	All in line with Salford LA
5. Where can parents find details of policies on bullying?	The school behaviour and anti-bullying policy can be found on the school website and a copy can be requested from school.
<b>Health (including Emotional Health and Wellbeing)</b>	
<ol style="list-style-type: none"> <li>1. What is the school's policy on administering medication?</li> <li>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?</li> <li>3. What would the school do in the case of a medical emergency</li> <li>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> </ol> <p>Which health or therapy services can children access on school premises?</p>	
<b>Health (including Emotional Health and Wellbeing)</b>	
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 to discuss amendment. The Care plan is then shared with staff.
3. What would the school do in the case of a medical emergency	Call 999 Contact a qualified first aider Contact parent/carer or emergency contact if parent/carer unavailable In absence of parent/carer a first aider would accompany the pupil to the hospital
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	All staff are trained every 3 years on Safeguarding/Child protection Relevant staff undertake external courses provided by the LA and private companies Relevant staff are trained on CAF completion and other relevant documents,

	<p>i.e. RIATs, EWO referrals, etc.  Training by outside professionals for speech and language etc.  First Aid training for all staff.</p>
5. Which health or therapy services can children access on school premises?	Where a health professional requests to visit a child in school this is arranged.
<b>Communication with Parents</b>	
<ol style="list-style-type: none"> <li>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</li> <li>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> <li>5. How can parents give feedback to the school?</li> </ol>	
<b>Communication with Parents</b>	
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>Parents are invited to attend year group and transition meetings. Regular parental update meetings are held on various subjects eg national curriculum, safeguarding, e-safety, reading.  Home visits are made if requested as part of a plan.  Information is also available on the school website</p>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<p>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 and if the teacher needs to gather extra information. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</p>
<ol style="list-style-type: none"> <li>3. How do you keep parents updated with their child/young person’s progress?</li> <li>4. Do you offer Open Days?</li> </ol>	<p>Parents evenings  School reports  Parents can make an appointment to tour the school  Informal meetings and discussions between parents and teachers/Headteacher  Open days  Curriculum drop ins  Information afternoon</p>

5. How can parents give feedback to the school?	Via questionnaires Parental meetings Telephone calls Arrange to see staff or the Headteacher at a mutually convenient time.
<b>Working Together</b>	
<ol style="list-style-type: none"> <li>1. Do you have home/school contracts?</li> <li>2. What opportunities do you offer for pupils to have their say? e.g. school council</li> <li>3. What opportunities are there for parents to have their say about their son/daughter's education?</li> <li>4. What opportunities are there for parents to get involved in the school or become school governors?</li> <li>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)</li> </ol>	
<b>Working Together</b>	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? e.g. school council	Student Council meetings Circle time Pupil interviews / questionnaires Listen to them on an informal basis.
3. What opportunities are there for parents to have their say about their son/daughter's education?	Parents Evenings Review meetings Open door policy Arranging a meeting with teachers/Headteacher. Questionnaires from school Parent View
4. What opportunities are there for parents to get involved in the school or become school governors?	Invitation via the newsletter Invitation via the website Letters sent to all parents when a parent governor vacancy becomes available. Volunteers are in school supporting extra curricular visits, general in class supporting learning, making toast amongst other activities.
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health,	Two Governors linked to SEN.

social care, voluntary groups	
<b>What Help and Support is available for the Family?</b>	
<ol style="list-style-type: none"> <li>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</li> <li>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?</li> <li>3. How does the school help parents with travel plans to get their son/daughter to and from school?</li> </ol>	
<b>What Help and Support is available for the Family?</b>	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	Yes, SENco regularly helps with completing forms and paperwork
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?	SENco or class teacher will provide advice and guidance regarding any issues. Pupil mentors and School council representatives offer support also.
3. How does the school help parents with travel plans to get their son/daughter to and from school ?	Parent could contact school to discuss any issues arising.
<b>Transition from Primary School and School Leavers</b>	
<ol style="list-style-type: none"> <li>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</li> <li>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</li> <li>3. What advice/support do you offer young people and their parents about preparing for adulthood?</li> </ol>	
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils transfers to High School? (e.g. visits to the school, buddying)	<p>Robust process begins early Autumn Term.</p> <p>Transition mentors visit/contact school to speak to pupils in teachers and Year 6.</p> <p>Year 6 pupils visit their secondary school for transition days in the final term of Year 6.</p> <p>School transfers all data to the secondary school about the child with all</p>

	records. Year 6 teacher discusses individual pupils with the transition coordinator of the High School. SENco to transfers all relevant information.
<b>Extra Curricular Activities</b>	
<ol style="list-style-type: none"> <li>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</li> <li>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</li> <li>3. How do you make sure clubs, activities and residential trips are inclusive?</li> <li>4. How do you help children and young people to make friends?</li> </ol>	
<b>Extra Curricular Activities</b>	
<ol style="list-style-type: none"> <li>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</li> </ol>	Extra curricular activities are offered to all Key Stage Two pupils. There is no school holiday, before or after school provision. Parents are signposted to local providers of provision.
<ol style="list-style-type: none"> <li>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</li> </ol>	There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. All activities are free. Activities include – art, sewing, ICT , filmclub, netball, football, cross country, chess
<ol style="list-style-type: none"> <li>3. How do you make sure clubs, activities and residential trips are inclusive?</li> </ol>	Risk assessments are carried out. Trips are accompanied by qualified teaching and support staff. Where a statement or EHC was in place a 1-1 support assistant would accompany the trip.
<ol style="list-style-type: none"> <li>4. How do you help children and young people to make friends?</li> </ol>	SEAL programme is carried out in school. Buddy system. Citizenship monitors. House System. Council representatives. 'Mini Whistlers'. Playground leaders.

## Glossary of terms

	<b>Annual Review</b>	All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.
<b>ADHD/AD</b>	<b>Attention Deficit</b>	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous

<b>D</b>	<b>Hyperactivity Disorder/Attention Deficit Disorder</b>	<p>responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p>Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	<p>This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
	<b>Code of Practice</b>	<p>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.</p>
	<b>Differentiation</b>	<p>Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.</p>
	<b>Differentiated Curriculum</b>	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	<p>From 1<sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.</p>
<b>EP</b>	<b>Educational Psychologist</b>	<p>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.</p>
	<b>Exam Special Arrangements</b>	<p>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.</p>
	<b>Exam Special Concessions</b>	<p>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.</p>
	<b>Governors</b>	<p>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'.</p>
	<b>Inclusion</b>	<p>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.</p>

<b>IEP</b>	<b>Individual Education Plan</b>	An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
<b>LEA</b>	<b>Local Education Authority</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Salford, the LEA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	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.
	<b>National Curriculum</b>	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.
	<b>National Curriculum Inclusion Statement</b>	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.
	<b>Nurture Room</b>	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.
	<b>OFSTED</b>	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.
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	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.
	<b>Pyramid Club</b>	Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet pupils who need support to

		grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent.
	<b>PIXL</b>	Partners in excellence. Study programme for personalised learning.
	<b>Responsible Person</b>	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.
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	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.
<b>SEN</b>	<b>Special Educational Needs</b>	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.
	<b>Special Educational Provision</b>	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.
<b>SEN</b>	<b>Special Educational Needs</b>	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.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of Special Educational Needs</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	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.
<b>TAs</b>	<b>Teaching Assistants</b>	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.
	<b>Transition</b>	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.
<b>VI</b>	<b>Visual Impairment</b>	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.