



Gorse Hall Primary and Nursery School Local Offer

Teaching and Learning

- What additional support can be provided in the classroom?
- 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)
- Staff specialism's/expertise around SEN or disability
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

At Gorse Hall Primary and Nursery School every Child Matters. We are proud to be an Inclusive school, removing the barriers to learning while closing the gap.

Teaching and Learning

Children with SEND (Special Educational Needs & Disability) will be provided for through quality teaching and differentiation in the curriculum, allowing them to be educated alongside their peers in the classroom. We incorporate many teaching and learning styles and have a breadth of resources that are designed match the individual needs of all learners. The classroom environment is language friendly and uses visual support for learners.

In order to support children on a very personal level, teaching will be in the form of individual or group interventions matched to the children's needs or in order to follow programs of work set by other professionals.

When a child is identified as having SEND they will be given an education plan and identified on Pupil Tracker within our Provision Map . This will highlight the child's areas of need and the interventions that will be put in place to support and develop these areas of development.

Staff Expertise

We have a team of highly trained and skilled staff line managed by our Inclusion Manager. This includes a Learning Mentor, 1 Level 3 Full time SSA and 2 part time SSA's. They are experienced in working with children with a wide range of learning difficulties and disabilities. We seek and follow the advice of a wide range of agencies including Speech and Language, the Educational Psychologist, Physiotherapists, Occupational Therapists, Behaviour and Learning Support, Communication, Language and Autistic Spectrum Support and Child Mental Health Agencies.

Support and Development of SEND

At Gorse Hall we are committed to CPD, to gain expertise in the area of Special Educational Needs & Disabilities. Current practices include training sessions for our Teaching Assistants (TAs); school based in-service training (INSET), Support and training from EPALS (Educational Psychology and Learning Support) that responds to particular needs of the pupils, and the reading and discussion of documents on SEND. Teacher meetings are considered to be staff development meetings, as well as sharing information. The SENDCo attends network and moderation meetings. Strategies to support and develop independent learning include:

- Provision of individual/visual timetables and checklists
- Pre-teaching of new concepts and vocabulary.
- Individual success criteria.
- Implementation of specifically tailored support strategies and programmes, eg. devised by the educational psychologist, speech therapist or physiotherapist.

SATs Arrangements

The School follows the government guidelines for adjustments to the SATs in Year 2 and Year 6. This may involve the child being given extra time, a reader being assigned for certain papers, transcripts of the child's work can be made if this is normal classroom practice and in the case of visually impaired students, larger print papers can be ordered.

Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEND support needs?

A register of children with SEND is regularly updated. The children's records are regularly reviewed and updated. Reviews of provision and progress take place termly. Parents will be informed of such meetings and will be invited to attend.

Children with a Statement of EHCP 2/3 will have a Longer more detailed review once per year, this meeting will involve:

- The SEND Co-ordinator will contact parents/carers to invite them to attend, and support in thinking about questions they may wish to ask and discuss any issues that may arise.
- All professionals working with the child will be invited to the annual review. If they cannot attend, they will be asked forward a report that can be shared at the meeting.
- The meetings are child centred, so the child is invited to join the review and share their pupil booklets that includes what they like/dislike about school, what they have learnt so far, what they have enjoyed learning, what they would like to learn in the future and how they learn best.
- Parents and carers are invited to contact school, at any time, if they need advice or support in regard to their child's education.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- 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?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)
- Where can parents find details of policies on bullying?

Risk Assessments

Very specific reasons to keep children safe will include:

Individual pupil risk assessments for behaviour

Individual pupil risk assessments for other handling and health care plans

Curriculum risk assessments for PE, D&T and Science

Risk Assessments for offsite educational visits

Risk Assessments for the school premises including fire safety, electrical supply etc

Handover arrangements

Pupils are met each morning by the Year group Learning Support Assistant either at their classroom door or their cloakroom door, and at the end of the day will be handed back to their Parent or Carer. For pupils who have sought permission, special arrangements to walk home alone (Year 5 & Year 6). Individual arrangements in addition to this are agreed with parents on an individual basis.

Parking areas for pick up and drop offs

A staff carpark is at the side of school and can be used for vehicles bringing children to and from school by special arrangement only.

Supervision at break and lunchtimes

Break times arrangements are managed by teachers and support staff in each class. During lunchtimes we have a team of lunchtime staff who ensure that there is a smooth transition between the morning and afternoon teaching times; ensure the children eat their lunches; have some recreation time and return to their class ready to learn in the afternoon. Other arrangements are made depending on pupil's individual needs and are monitored by our Learning Mentor.

Safety outside the class room

Risk Assessments are in place where there are increased risks in particular subjects/activities and when pupils are off site.

Anti-Bullying Policy

The Schools bullying policy can be found on the school website.

In our Ofsted Inspection in March 2014 Behaviour & Safety was judged as *Good*. " Pupils are confident that poor behaviour will be dealt with effectively"

Health (including Emotional Health and Wellbeing)

- What is the school's policy on administering medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

Health (including Emotional Health and Wellbeing)

Where children have health issues, we will develop:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and epipen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school as well as Hospital Schools and Home tutors
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- Relevant staff trained in First Aid
- Inform parents of any incidents throughout the day.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

Communication with parents is through:

- Meeting and greeting of parents/carers at the start and end of each day by staff
- Parents may consult the school website for information
- Governor Profiles are accessible on the School Website
- The roles, responsibilities and whom to contact are also set out in the SEND policy
- Telephone consultations to and from staff about behaviour and learning
- Home school reports and booklets
- Feedback to and from parents at the termly review meetings, Statement / EHC plan meeting
- Termly Parent's Evening
- New Pupil/parent meeting before children start school
- Curriculum and special events information evenings
- CAF meetings where multiple agencies are involved
- Parental interviews and report sharing evening
- Class website pages
- Newsletters
- Text
- Half termly curriculum overviews

Parents are welcome to speak to staff after school, but where this may not be possible, parents are asked to ring school to make an appointment to see their child's class teacher, Phase Leader, SENDCo or Head Teacher.

When school seeks advice from other agencies. Parents will always be informed when an outside agency becomes a signature and parental information about the child will be needed.

Working Together

- Do you have home/school contracts?
- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- 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)

Parents Say

The parents are asked to complete a parental questionnaire annually but have the opportunity to use Parent View on the Ofsted website to express their views of school. They have opportunities throughout the year to discuss their child at parents' evening and review meetings.

When a vacancy for a parent governor arises then the Head teacher follows Tameside's guidelines. Our Governors are very proactive in seeking Parental views. Parents are consulted when key changes are made to Policies eg, Behaviour and Anti-bullying, Home/School Agreement, End of year report to Parents, Mid-year progress report format.

PTFA

School have an active PTFA who meet regularly to organise events to raise money for our pupils. These include discos, fashion evenings, summer and Christmas fairs etc.

Pupil Voice

We have been awarded our School Council Award and Children have the opportunity to have their say through:

- School Council
- Eco Committee
- Africa Committee
- End of year whole school review day
- Child centred review meetings
- CAF meetings

School Governors

The School's SEND Governor regularly meets with our SENDCo and feeds back information to the rest of the governing body. The Headteacher report comments on SEND provision and the involvement of other agencies. This is presented termly to the Full Governing Body. The Curriculum & Standards Committee monitor SEND pupils progress on a termly basis.

Home School Contracts

- Home/school agreement is sent home every September

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

The School employs a **Learning Mentor** to support both children and their parents. The **Learning Mentor** has responsibility for:

- Ensuring regular school attendance.
- Working with vulnerable children.
- Writing CAF (common assessment frameworks)
- Meeting with parents and informing parents about their child's progress and needs
- Helping parents complete forms and other school paperwork.
- Liaising with other professionals about an individual needs
- Safeguarding children
- Observations of children causing concern

Parents also have access to the parent partnership scheme. More information about this service can be found at:

<http://www.tameside.gov.uk/sen/parentpartnership>

The service offers impartial information, guidance and support to parents of children who have special/additional educational needs.

Transition to High School

- What support does the school offer around transition? (e.g. visits to the high school, buddying)

We work closely with the relevant high schools to ensure children with SEND, and other vulnerable children, have extra transition visits. On these visits they will be accompanied by a familiar member of staff.

The SEND Co will meet with the SENDCo and Head of year of the feeder schools to discuss the identified children, share relevant information and plan for this transition. The children's records will be passed on to the high school so they have a full picture of the child's need and the support they have received. Depending on the needs and confidence of the SEND children the number of extra visits will be personalised to the child.

Transition for emotional and behavioural difficulties will be supported through BLIS, who will work with the child in year six and then follow them into high school to continue the support. Speech and language will also be ongoing when the children move.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

Extra Curricular Activities.

All children from Reception upwards have the opportunity to join lunch time and after school clubs. Some of the clubs are.

- PAS - Peak active Sports
- Tameside Sports Coaches
- Mini-Music
- Ocerenas
- A wide range of Sports clubs,
- Arts and crafts
- Dance club
- Chess
- Sewing club
- Sign language club
- Choir

The older children will also run clubs for the younger children during the year, supervised by a member of staff and the Learning Mentor. These are free clubs and are run at some point throughout the year they are provided using Pupil Premium funding.

Activities to promote friendship include:

- Learning mentor support and interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress and friendships.
- Circle of Friends
- Use of Peer Mediators.
- Use of talk partners during whole class and group learning sessions.
- School Council
- Play leaders for support during playtimes and lunchtimes.