

## Local Offer - September 2017

At Abbey Hey Primary Academy we support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them achieve their targets.

If you are concerned that your child may have special educational needs, talk to your child's class teacher or arrange to see the SENCO, Mrs Short.

### Teaching and Learning

- What additional support can be provided in the classroom?

Your child's learning needs will be carefully assessed so that lessons are planned to meet their individual needs. Teachers use a range of approaches from whole class teaching to small group and individual teaching. Your child may access additional teaching assistant support in class either in a small group or one to one. Teaching assistants are trained to deliver various interventions. Additional resources may be provided to meet your child's needs in the classroom.

<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>Your child may benefit from additional resources such as coloured overlays, dyslexia dictionaries, pencil grips or other materials as recommended by professionals involved in your child's care.</p> <p>Professionals involved with your child regularly visit school to offer advice to class teachers about meeting their needs. These professionals may include physiotherapists, occupational therapists, speech and language therapists, educational psychologists, specialist nurses and/or teachers of the hearing impaired or visually impaired.</p>
<ul style="list-style-type: none"> <li>• Staff specialisms/expertise around SEN or disability or accessed by the school</li> </ul>	<p>Abbey Hey have an experienced SENCO in post who is non-class based.</p> <p>Teaching assistants are trained in specific interventions including;</p> <ul style="list-style-type: none"> <li>Therapeutic interventions</li> <li>Social skills</li> <li>Nurture</li> <li>Social &amp; emotional skills</li> <li>Various speech &amp; language interventions</li> <li>Dyslexia interventions including Toe by Toe, Word Wasp and Stareway to Spelling</li> <li>Handwriting</li> <li>Motor skills interventions</li> <li>Working memory</li> <li>Phonics</li> <li>Maths catch up</li> </ul>

	<p>School have close links with external agencies such as speech &amp; language, educational psychology, school nurse, health visiting team, physiotherapy, occupational therapy, play therapist, therapeutic support, bereavement support, community paediatrician, camhs, sensory support.</p>
<ul style="list-style-type: none"> <li>• What ongoing support and development is in place for staff regards supporting children and young people with SEN?</li> </ul>	<p>Staff have access to support and advice from external agencies Staff access regular training and also specialist training for pupils with specific needs</p>
<ul style="list-style-type: none"> <li>• What arrangements are made for reasonable adjustments and support to the child during tests and SATs?</li> </ul>	<p>Your child may have additional time, a reader or a scribe during tests depending on their needs. Test papers will be modified in line with government guidelines for children with SEND. Quieter spaces are also available for those children that need them.</p>

## Annual Reviews

<ul style="list-style-type: none"><li>• What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?</li></ul>	<p>Annual review meetings are held at school with parents/carers, SENCO and other agencies involved in meeting your child's needs. Children are often invited to the review to give their views. Help and support is available for parents filling out review forms.</p>
<ul style="list-style-type: none"><li>• What arrangements are in place for children with other SEN support needs?</li></ul>	<p>Termly review meetings are held for all children with an additional need. These take place at school with the class teacher and/or SENCO. Individual targets will be reviewed and discussed at these meetings.</p>

## Keeping Children Safe

<ul style="list-style-type: none"> <li>• How and when will a risk assessment be done? Who will carry out the risk assessment?</li> </ul>	<p>Risk assessments take place for any activity or trip off school premises. The class teacher will complete the risk assessment which will be checked by a senior manager. Any child with an additional need will have an individual risk assessment completed.</p>
<ul style="list-style-type: none"> <li>• 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?</li> </ul>	<p>School doors open at 8.45am for children to come into the building. Staff members are available at the doors. Parents/carers are requested not to drive into school. Other arrangements are available for pupils with additional needs such as early pick up, using a different entrance. Parents/carers are asked not to walk through school unaccompanied.</p>
<ul style="list-style-type: none"> <li>• What arrangements will be made to supervise a child during breaks and lunchtimes?</li> </ul>	<p>Children are supervised by teaching staff and teaching assistants at break times. Children with additional needs may be supported one to one. There is a buddy system at lunchtimes and a number of lunchtime clubs for those pupils who may find the playground difficult.</p>
<ul style="list-style-type: none"> <li>• How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)</li> </ul>	<p>Children with additional needs may require one to one support during visits and PE lessons. For a child with a</p>

<ul style="list-style-type: none"> <li>• Where can parents find details of policies on bullying?</li> </ul>	<p>medical or physical need, advice will be sought from the relevant external agency.</p> <p>School policies can be obtained from the school office or on the school website</p>
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<h2 style="text-align: center; background-color: #00aaff; color: black; padding: 5px;">Health (including Emotional Health and Wellbeing)</h2>	
<ul style="list-style-type: none"> <li>• What is the school's policy on administering medication?</li> </ul>	<p>The school's policy on administering medication is available at the school office.</p> <p>Parents/carers must sign a consent form to authorise staff to administer medication. These are available from the school office</p>
<ul style="list-style-type: none"> <li>• 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> </ul>	<p>A meeting is held with any parent/carer of a child with additional health needs. A care plan is drawn up with parents/carers and any relevant professionals involved with the child.</p> <p>The care plan is shared with staff and a brief plan is displayed in the staff room with the child's photograph.</p>

<ul style="list-style-type: none"> <li>• What would the school do in the case of a medical emergency</li> </ul>	<p>In the case of a medical emergency, a first aider would be called for. If required, an ambulance would be called and parents/carers would be contacted.</p>
<ul style="list-style-type: none"> <li>• How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> </ul>	<p>At Abbey Hey we have numerous members of staff who are trained first aiders including lunchtime staff. Relevant staff are trained by appropriate professionals eg the diabetes nurse, epilepsy nurse, physiotherapist, urology nurse depending on the needs of individual pupils</p>
<ul style="list-style-type: none"> <li>• Which health or therapy services can children access on school premises?</li> </ul>	<p>The school has links with the school nurse who can arrange to see children on site. Other professionals such as physiotherapist's, occupational therapists, speech and language therapists etc visit individual children as necessary</p>

## Communication with Parents

<ul style="list-style-type: none"> <li>• How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?</li> </ul>	<p>When children start at Abbey Hey, parents/carers are invited to a meeting. During the meeting relevant information is given out and parents/carers are shown around the school and introduced to the class teacher.</p>
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	<p>The school web site lists staff members. If parents/carers do have a concern they can approach the school office who will signpost them to the relevant member of staff.</p> <p>The SENCO is available to arrange meetings with parents/carers regarding their child's needs</p>
<ul style="list-style-type: none"> <li>• Do you offer Open Days?</li> </ul>	<p>Regular open day events take place at school. These will be communicated via letter and the school website.</p> <p>School holds a weekly coffee morning for parents/carers.</p>
<ul style="list-style-type: none"> <li>• Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</li> </ul>	<p>Parents/carers are welcome into school but are asked to make an appointment at the school office. This keeps our children safe.</p> <p>Members of the management team are usually available outside school before and after school.</p>
<ul style="list-style-type: none"> <li>• How do you keep parents updated with their child's progress?</li> </ul>	<p>Regular parent's evenings take place for all pupils. SEN review meetings take place termly and parents receive a copy of their child's targets termly.</p> <p>Children will receive termly progress reports and end of year reports are also sent home in July.</p>
<ul style="list-style-type: none"> <li>• How can parents give feedback to the school?</li> </ul>	<p>Feedback is always welcome at school. This can be done via email, via the school office or face to face at our weekly coffee events.</p>



## Working Together

<ul style="list-style-type: none"><li>• What opportunities do you offer for children to have their say? e.g. school council</li></ul>	<p>School Ambassadors represent the school at many events. Pupil voice activities take place across school regularly.</p>
<ul style="list-style-type: none"><li>• What opportunities are there for parents to have their say about their child's education?</li></ul>	<p>Regular parent's events such as coffee mornings take place where parents and carers can have their say. Termly SEN reviews take place with the class teacher and/or SENCO. School also hold a termly network meeting for parents and carers of children with autistic spectrum disorders.</p>
<ul style="list-style-type: none"><li>• What opportunities are there for parents to get involved in the life of the school or become school governors?</li></ul>	<p>Parents are encouraged to become members of the governing body when there are vacancies</p>

## What Help and Support is available for the Family?

<ul style="list-style-type: none"> <li>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</li> </ul>	<p>Support and advice regarding paperwork is available from the SENCO.</p> <p>Parents can access this support by arranging an appointment through the school office.</p>
<ul style="list-style-type: none"> <li>What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?</li> </ul>	<p>The SENCO works closely with other agencies such as children's social care. She can offer support and advice or signpost parents/carers to appropriate agencies/charities. An appointment can be made via the school office.</p>
<ul style="list-style-type: none"> <li>How does the school help parents with travel plans to get their child to and from school?</li> </ul>	<p>The SENCO can support parents with bus passes and travel plans for children with additional needs if necessary.</p>

## Transition to High School

<ul style="list-style-type: none"> <li>What support does the school offer around transition? (e.g. visits to the high school, buddying)</li> </ul>	<p>Secondary transition staff visit school from local high schools. The SENCO has close links with local high school SENCOs and will meet in the summer term to discuss individual children.</p> <p>Transition plans will be drawn up for children with additional needs and multi agency meetings will be held in the summer</p>
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	<p>term to support the child in transition. Additional visits to high school are arranged for pupils needing them.</p>
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## Extra Curricular Activities

<ul style="list-style-type: none"> <li>Do you offer school holiday and/or before and after school childcare? If yes, please give details.</li> </ul>	<p>A breakfast club is available at school from 8am. After school provision is also provided. Details are available from the school office.</p>
<ul style="list-style-type: none"> <li>What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</li> </ul>	<p>There are numerous afterschool clubs on offer. Information will be sent home with your child or can be found on the school website. Most after school clubs are free to attend. School also offer a variety of lunchtime clubs.</p>
<ul style="list-style-type: none"> <li>How do you make sure clubs and activities are inclusive?</li> </ul>	<p>Risk assessments are carried out for all activities. Individual needs are discussed with each after school club staff member and activities will be adapted to meet any individual needs.</p>
<ul style="list-style-type: none"> <li>How do you help children to make friends?</li> </ul>	<p>Regular PSHE lessons take place in school. These focus on feelings, getting along with each other, relationships, being a good friend etc.</p>

	Children finding friendships difficult may access small social skills work or one to one therapy sessions.
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## Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously. A copy of the school Complaints Policy is available on the school website and is also available in the office.

The SEND Code of Practice outlines procedures for resolving disagreements.

IAS Manchester offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with Special Educational Needs and Disabilities (SEND). The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care.

They can be contacted on: 0161 209 8356

Further support and advice can be found by visiting Manchester's local offer

[http://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/manchesters\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities)