



Local Offer Statement for **St Wilfrid's CE Primary School**

The SEND 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 SEND. This information forms the main basis for our school's Local Offer, which has to be published on our school's website.

School/ Name	St Wilfrid's CE Primary School
Name and contact details of your school's SENDCO	Mrs Susanne Budgett 0161 998 3663 Miss Jenna Bartlett (Assistant SENDco)

Persons/roles responsible for maintaining details of the Local Offer for St Wilfrid's CE Primary School

Name of Person/Job Title	Mrs Helena Miller – Head of School	Mrs Susanne Budgett - SENDCo
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Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>When a child requires additional support, teachers ensure that they plan in supported time for individuals and groups in order to meet their needs. Teaching Assistants are used effectively to further support this process, particularly with the teaching of English, mathematics and phonics. Teaching Assistants are used to teach small groups of children, which is planned and monitored by the class teacher. These may be groups of less able, average or high achieving children.</p> <p>All activities are planned with the needs of different children in mind. Work is therefore differentiated to ensure that every child is able to learn at their own level.</p> <p>We offer 1-1 support for any children who need it.</p> <p>We also provide support for children with other identified needs such as Autism, ADHD, Speech and Language issues.</p> <p>Our classrooms are Dyslexia Friendly and feature lots of visual prompts and supports for those children who have learning difficulties.</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>All our teachers are required to plan lessons that all children can access. Sometimes teachers need further help and may ask for support from our SENDCO.</p> <p>Those children who require extra support may also work with different agencies to help them to learn independently. These include the Educational Psychologist, Speech and Language Therapist, Occupational Health and the School Nurse.</p> <p>We always talk to parents and gain their consent before we ask for help from other agencies.</p> <p>Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:</p> <ul style="list-style-type: none"> • Laptops and iPads which can be used for recording work if a child has writing difficulties • Sets of coloured overlays for students with dyslexic tendencies • Sloping boards for children with visual difficulties
<p>3. Staff specialisms/expertise around SEND</p>	<p>St Wilfrid's has an appointed SENDCO (also the Deputy Headteacher) who is approachable and willing to support all children's needs in a positive manner. The Head of School was previously the SENDCO at the school.</p>

	<p>All our staff are trained in a variety of ways and approaches which means we are able to adapt to a range of special needs. They are trained to deliver different intervention programmes. These include:</p> <ul style="list-style-type: none"> • Reading and spelling programmes such as Toe by Toe, Nessler, Better Reading Partners and The Five Minute Box • Social Stories • Gardening and cookery therapy to develop friendship skills and self confidence • Talkabout Practical resource to develop self-awareness and self-esteem
<p>4. What ongoing support and development is in place for staff with regards to supporting children and young people with SEND?</p>	<p>Staff development needs are identified through performance management and appraisals.</p> <p>All staff are trained and supported in all areas of special needs that are currently identified in our school. CPD training is offered regularly on : Behaviour, Speech and language, ADHD & Autism, Dyslexia training, Supporting EAL pupils in/out of the classroom. Training takes the form of staff Inset, outside courses or visits to or from specialist establishments/professionals, such as The Grange or Ashgate.</p> <p>The SENDCO also supports staff on a daily basis.</p>
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>Test support arrangements are implemented all year round in preparation for the tests so that SEND children are ready for the tests.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> • Booster Groups to give children extra help. • After school maths and writing clubs. • Readers or Scribes • Extra time provided for the tests • A separate, small classroom for anxious students or students with behaviour difficulties. • Coloured overlays for pupils with dyslexic tendencies. • Oversized test papers for pupils with visual impairments.
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> • Curriculum evening at the start of the year • Parents Evenings twice a year • End of year school reports • Additional meetings with parents if requested or required • Termly SEND review meetings with class teacher (and SENDCO if required) to review and agree new desirable outcomes
<p>7. What external teaching and</p>	<p>We have support from experienced teachers who work with the children and support the staff with outdoor</p>

learning do you offer?	games/multi-skills, swimming and PE.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	No pupils access offsite provision
9. What work experience opportunities do you offer?	We offer many work experience opportunities in our school, ranging from high school pupils, as part of GCSE requirements through to trainee teachers and teaching assistants. All adults have to go through a DBS check.

Annual Reviews

1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<p>Our school follows Government and LA advice when reviewing statements or EHCPs. This includes</p> <ul style="list-style-type: none"> • Sending invites to all parties involved with the child • Ensuring documentation from all relevant parties is shared • Ensuring that the Review meeting is held at a convenient location • Ensuring that the Review meeting is held at a convenient time for parents who work or have commitments during the day • Ensuring the meetings are person centred, and that parent's and pupil's views are shared and listened to • Providing a translator if needed • Consulting with staff prior to the meeting • Making parents aware of parent partnership support • Written report completed following the meeting
2. What arrangements are in place for children with other SEND support needs	<p>To ensure that we are meeting the needs of other children with SEND, we review our provision regularly.</p> <ul style="list-style-type: none"> • We constantly monitor all children's progress and identify children who are struggling at the end of each half term • We monitor intervention programmes to ensure they are effective • We change the groups of children who are involved in interventions • We review the SEND register and if children have made progress we move them off the register. If a child is falling behind they might be added to the register

- The SENDCO, class teachers and the TAs work very closely to communicate effectively about all SEND children.

Keeping Children Safe

<p>1. What handover arrangements will be made at the start of the school day?</p>	<p>Nursery: The single green door will be used as the Parent entrance. Children to enter the Nursery with their parent or carer and start an activity, supervised by the teacher or teaching assistant. Parents to leave the Nursery when their child is settled. A member of staff will be standing at the exit to ensure children do not leave the Nursery through the open door.</p> <p>Reception: Parents and carers will take children into the classroom through the fire exit door. (R2 to use the fire door round the side of the building). Children will begin an activity supervised by the teacher or teaching assistant and parents will leave. Another member of staff will stand by the fire exit door to ensure that children do not leave Reception through the open door.</p> <p>Years 1, 2, 3 and 3/4: The children will enter the classroom through the fire exit door, where an adult will greet them. The children will hang their coats up/ put them in the locker and begin their morning activity. Where there is another adult available, this person will monitor the fire door to ensure children do not leave the classroom.</p> <p>Years 4, 5, 5/6 and 6: The children will enter the school through the middle doors to the playground. An adult will greet the children.</p>
<p>2. What handover arrangements will be made at the end of the school day?</p>	<p>Nursery: The single green door will be used again at the end of the day. Parents will enter the building and wait at the back of the classroom. The children will be sitting on the carpet and called to parents or carers one at a time by the teacher or TA. At this point parents are responsible for their children. Another member of staff will be standing at the parents entrance to ensure all children leave with the appropriate adult.</p> <p>Reception: Parents and carers will wait outside the fire exit door. One adult will stand at the door and the other adult will supervise the children in the classroom. The adult in the classroom will call the children to the door one at a time to be passed to the appropriate adult. At this point the parent becomes responsible for their child. There is a further member of staff standing at the EYFS gate to ensure that all children leave safely with the appropriate adult.</p> <p>Years 1, 2, 3 and 3/4: The children will leave the classroom through the fire exit door. The children will be sitting quietly ready to go home. The teacher will call the children one at a time to the fire exit door and give the child to their parent or carer. At this point the parent or carer is responsible for the child.</p>

	<p>Year 5: The children will leave the school through the middle doors to the playground and will stand in a line on the flags level with wooden shelter. Parents are asked to stand behind the white line on the playground to give plenty of room for visibility. Year 5 Children who have permission, will be allowed to leave school on their own. The teacher will call the children one at a time to their parent or carer. At this point the parent or carer is responsible for the child.</p> <p>Years 4, 5/6 and 6: The children will leave the school via the brown double doors at the front of the school. Children who are to be collected will stand in a line inside the building with their teacher and be called out one at a time and will be given to their parent or carer. Year 5 and 6 Children who have permission will be allowed to leave school on their own.</p> <p>So that we can ensure your child’s safety we would ask parents:</p> <ul style="list-style-type: none"> • Not to call to their child to come to the classroom door at the end of the day, the teacher will do this. • Not to talk or distract the teacher whilst they are seeing the children out of the classroom. (please wait until all children have been dismissed until you approach the teacher). • Not to allow their children to play on the equipment eg tyres and trail, at the end of the day but to leave school promptly so that staff can efficiently monitor the children who are left in school. • To inform the office staff if someone different is picking up your child, children will not be allowed to go home with adults not identified or anyone under the age of 14.
<p>3. Do you have parking areas for pick up and drop offs?</p>	<p>Parking facilities are very limited. We ask that parents walk their children to and from school where possible. Where this is unavoidable, parents are to park their cars away from the school gates, which are marked with a zig zag, safely and with consideration of local neighbours. At busy periods, it is suggested that cars are parked away from the school and a short distance is walked. Local Police Community Support Officers occasionally police the area outside the school gates to ensure that pedestrians and other road users are safe.</p>
<p>4. What support is offered during breaks and lunchtimes?</p>	<p>During break times, members of our teaching staff are always present on the playground. Pupils who are upset, lonely or worried can access staff during these times. During lunchtime, our lunchtime organisers and TAs support the children so a familiar face is always visible. We have play leaders in the playground each day, visible by their blue sweatshirt, so our older children support the younger children to ensure they are happy at break time and lunchtime. For some children, the Student Liaison Officer/Attendance Officer offers support by closely monitoring behaviour and friendship groups. She liaises with specific individuals regarding their behaviour and emotions and provides time to discuss.</p>
<p>5. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE</p>	<p>Risk assessments are undertaken for all school trips. PE lessons are always led by suitably qualified staff and risk assessments for individuals are undertaken if and when necessary.</p>

lessons and school trips)	Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing.
6. What are the school arrangements for undertaking risk assessments?	Schools uses the risk assessment arrangements according to Academy Trust policy, as recommended by Manchester Local Authority.
7. Where can parents find details of policies on bullying?	All our policies can be found on the school website.

Health (including Emotional Health and Wellbeing)

1. What is the school's policy on administering medication?	Our School has a policy on medication administration, ratified and agreed by governors. This can be viewed on our website.
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?	<ul style="list-style-type: none"> • Where appropriate a meeting is held with the parent/carer when a child needs an individual care plan and this involves the relevant professional who is involved with the pupil, such as SENDCO, school nurse, Pupil Liaison Officer. • The care plan (and risk assessment if needed) is shared with all relevant staff and monitored by a designated person.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> • Call 999 if the emergency requires this • Ensure that a designated first aider attends to the child immediately • Contact parent/carer to advise. Insist that the child is collect and taken for medical assistance if needed. A taxi will be provided if the parent/carer is unable to get to school immediately. • In absence of parent/carer a first aider would accompany the pupil to the hospital • 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.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> • All staff are trained every 3 years on Safeguarding/Child protection • Designated staff undertake relevant external first aid courses provided by the LA and private companies • Asthma training is given in school to all staff

	<ul style="list-style-type: none"> • All staff are trained on how to use an epi pen • Designated staff are trained in how to use the heart defibrillator. • Designated staff are able to undertake the 'Early Help Assessment'. • To meet the needs of particular children, the school works closely with a range of outside professionals who provide training for specific learning needs such as ASD, ADHD, etc. • SENDCO attends relevant training related to SEND needs.
<p>5. Which health or therapy services can children access on school premises?</p>	<p>Speech and language therapy School nurse</p>

Communication with Parents

<p>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>	<p>Our school aims to work closely with all parents and we communicate with parents in a variety of ways:</p> <ul style="list-style-type: none"> • Annual letter informing parents about the placement of staff for following year • Information letters • Welcome evenings to explain roles and responsibilities • School newsletter • School Website • Open door policy • Parent’s evenings • Home visits are made for our new EYFS children • Class teacher informs parents about the SENDCO • Pupil & Family liaison officer available
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</p>	<p>Our teachers are available to talk to parents after school most days. Parents are asked to wait until all the children have been dismissed. If a lengthier discussion is required then an appointment can be made for either before or after school. The Head of School and/or Deputy Headteacher are usually at the front of school on a daily basis between 8.40 and 9.00 and again 3.00 to 3.15. During this time, parents are able to discuss any issues that arise. If required, parents are able to arrange meetings with a member of SLT upon appointment. All parental concerns are dealt with as swiftly as possible, usually on the day of initial contact or at the latest, the day after.</p>

<p>3. How do you keep parents updated with their child/young person's progress?</p>	<p>We update parents about their child's progress in a number of ways</p> <ul style="list-style-type: none"> • Parents evenings • Home visits if requested • School reports • Reward cards • Telephone calls • Letters home • Text messages home • Informal chats before and after school • Parents can make an appointment
<p>4. How can parents give feedback to the school</p>	<p>Parents can feedback in a number of ways</p> <ul style="list-style-type: none"> • Parental meetings • Telephone calls • Governor meetings • Questionnaires • Arrange to see staff at a mutually convenient time.
<h1 style="background-color: #00b050; color: black; padding: 10px; margin: 0;">Working Together</h1>	
<p>1. Do you have home/school contracts?</p>	<p>Our school has home/school contracts which our parents are asked to sign at the beginning of each school year. The contract encourages parents to complete homework with their child, ensure their child is in school on time and ensure their child has good attendance.</p>
<p>2. What opportunities do you offer for pupils to have their say? e.g. school council</p>	<p>Our School offers a range of opportunities for pupils to have their say. These include:</p> <ul style="list-style-type: none"> • Student Council- one per half term • Head boy/girl and prefects meetings • Pupil voice during monitoring • Staff listen to children on an informal basis • Children are able to speak to a member staff that they feel comfortable with. • Pupil liaison officer is always available for the children to talk to • HT and DHT lunch with the children

<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<ul style="list-style-type: none"> • Parents Evenings • Review meetings • Open door policy • Arranging a meeting with teachers. • Coffee mornings • Parent workshops • School questionnaires
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<p>Parents are invited to be governors via letters, newsletters or the school website. Parents are invited to become a volunteer in school eg. For reading and classroom support.</p>
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)</p>	<p>Our school has a newly formed governing body. In line with the St James and Emanuel trust policy, we aim to have a named Governor linked to SEND as soon as possible. The link governor will come into school once every term to monitor SEND systems in place and to ensure that school is meeting the needs of SEND pupils and supporting their families adequately. The SENDCO/Deputy Headteacher is a member of the governing body. She will regularly update the governing body regarding SEND matters and other agencies involved with SEND children.</p>

What Help and Support is available for the Family?

<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>Our school does offer help completing forms if required. The SENDCO or Pupil Liaison Officer would arrange to meet with them and help them complete all the necessary paper work. Parents are offered this service at a parental meeting or by phone. Home visits are undertaken if parent/carer can not get into school.</p>
<p>2. What information, advice and guidance can parents access through the school? Who normally provides this help and</p>	<p>Our school has a Pupil Liaison Officer who works very closely with children and parents. She supports them in numerous ways including help with dealing with other agencies such as social care and housing. We also work closely with parents to try and ensure consistency in routines at home and at school to enable them to cope with any challenging behaviour their child might display.</p>

how would they access this?	
3. How does the school help parents with travel plans to get their son/daughter to and from school?	This is generally not an issue, but the school would offer a taxi or arrange for them to be collected by the Pupil Liaison Officer if necessary.

Transition from Primary School and School leavers

1. What support does the school offer for year 6 pupils leaving the school? (e.g. visits to the high school, buddying etc)	<p>Our school feeds into numerous high schools. We have built close links with all the local schools. Our pupils are supported by:</p> <ul style="list-style-type: none"> • Year 7 co-ordinators visit our school to speak to pupils in Year 6 • Year 6 pupils visit their new high school at least once in the final term of Year 6. • Year 5 pupils visit local high schools prior to applying for a place • SEND pupils and/or vulnerable pupils are placed in the nurture group if appropriate • SEND pupils have additional visits to the high school with their parents if appropriate
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Extra-Curricular Activities

1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	There is a private after school club, Kidz Kingdom, which is located at the rear of our building – children from our school only attends this club. Our TAs are on a rota system to run the breakfast club. This is situated in the school hall each morning.
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>There are several after-school clubs that pupils are warmly invited to and we actively encourage pupils to participate in these, including many sporting clubs, along with games, computing, art and drama clubs. The majority of these activities are free.</p> <p>At lunchtime, the staff on duty, along with the school prefects, involve children in a variety of games and activities. The gardening club takes place at lunchtime.</p> <p>All clubs are mentioned in newsletters and on the website.</p>
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>Risk assessments and pre-visits are carried out, parents are consulted and parents are offered a place to accompany their child if needed. We also offer 1-1 support or small group support for pupils.</p> <p>Pupils from families who are economically disadvantaged are offered free or heavily subsidised places on all trips</p>

	<p>and residential.</p> <p>We are a fully inclusive school. Staff will ensure that all children are given equal opportunities. We monitor attendance at clubs etc. to ensure that all children are involved as much as possible. Children who are less confident/ more vulnerable will always be approached personally and persuaded to give the club/activity a go. Experienced, trained TAs accompany all trips out.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>We use a buddy system at break time and lunch time with our school prefects. Our teachers and TAs also support the children at break times and lunchtimes, encouraging them to play co-operatively. The Pupil Liaison Officer and designated TAs are involved in supporting children during play and monitoring their behaviour around friendships.</p> <p>School is currently using the Talkabout resources to develop friendship skills among vulnerable children as an intervention.</p> <p>The Teamwork Approach is used by SLT to support groups of children over time to develop friendship skills where there has been an accusation of bullying/victimisation. This involves regular group meetings to set targets and to monitor progress.</p>