

## Local Offer

School/Academy Name	Fiddlers Lane Community Primary School
Name and contact details of your school's SENCO	Mrs K Mansell 0161 775 2490

### Local Offer:

(Please note some provision has been temporarily suspended due to the Covid-19 pandemic – these are marked in blue on the local offer)

Teaching and Learning	
<ol style="list-style-type: none"> <li>1. What additional support can be provided in the classroom?</li> <li>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)</li> <li>3. Staff specialisms/expertise around SEN or disability</li> <li>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</li> <li>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</li> <li>6. How do you share educational progress and outcomes with parents?</li> <li>7. What external teaching and learning do you offer?</li> <li>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</li> <li>9. What work experience opportunities do you offer?</li> </ol>	
Teaching and Learning	
<ul style="list-style-type: none"> <li>• What additional support can be provided in the classroom?</li> </ul>	<p><b>We believe that the best way of supporting our young children is to invest in the right staff. Our teaching team, both teachers and teaching assistants, have a wealth of varied expertise. We work collaboratively to offer a range of support programs to our pupils. As a team we aim to encourage and help</b></p>

	<p><b>children to reach their personal full potential.</b></p> <ul style="list-style-type: none"> <li>• At least one Teaching Assistant supporting English and Numeracy lessons if needed</li> <li>• Small group interventions</li> <li>• Personalised teaching to meet pupil’s specific needs</li> <li>• Personalised learning (timetables, environments, resources)</li> <li>• Teaching Assistants to support scaffolding techniques</li> <li>• Working walls and visual reminders</li> <li>• Differentiated teachings (targeting misconceptions)</li> <li>• 1-1 support if needed</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Advice from Senior Educational Psychologist – Janet Muscutt</li> <li>• School invests in extra educational psychologist time</li> <li>• Support from Learning Support Services supporting children with needs including; Speech and Language, EMTAS, Behaviour Support, Occupational Therapy, Paediatrician support, Hearing Impairment and Visual Impairment, ASC support service.</li> <li>• School invests in extra enhanced Speech and Language support.</li> <li>• Learning support trained in delivering a speech and language programmes ELKLAN, NELI and WELLCOMM</li> <li>• Staff trained to support children with ASC, ADHD</li> <li>• Dyslexikit (Dyslexia support)</li> <li>• Read wise</li> <li>• Read Write Inc Phonics Tutoring</li> <li>• Precision Teach</li> <li>• Writing Support groups year 1-year 6</li> <li>• Maths dyscalculia groups year 1-year 6</li> <li>• Numicon trained staff (Maths resources)</li> <li>• OT support</li> <li>• Friends Group</li> <li>• Real Love Rocks ( e-safety- grooming awareness)</li> <li>• Diversity Day</li> </ul>

	<ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Place2B – Mental Health support</li> <li>• 1-1 TA support</li> <li>• Speech and Language groups EYFS</li> </ul> <p>We also offer:</p> <ul style="list-style-type: none"> <li>• High quality teaching and learning</li> <li>• A creative, stimulating curriculum</li> <li>• A vibrant and exciting learning environment</li> <li>• ICT – laptops, IPADs, computers</li> <li>• Dyslexia Friendly resources e.g. coloured overlays</li> <li>• Focussed assessment</li> <li>• Interventions in small groups or 1:1 tuition</li> </ul>
<ul style="list-style-type: none"> <li>• Staff specialisms/expertise around SEN or disability</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Manager (trained as a child counsellor/ FAF coordinator)</li> <li>• Teaching Assistants all professionally trained in the interventions that they deliver (see above)</li> <li>• Support from Local Authority Learning Support Service</li> <li>• Specialised maths teacher – Dyscalculia trained</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• SENCO attends regular SEN training and SEN cluster meetings</li> <li>• Support from SENCO available</li> <li>• Support from Alder Brook Pupil Referral Unit</li> <li>• Support from PIT Team</li> <li>• Strong focus on continuing professional development (as needed by school and linked to school priorities)</li> <li>• Support from Educational Psychologist</li> <li>• Behaviour management training</li> <li>• EMTAS Support</li> <li>• ASC support</li> <li>• Inclusion Manager can directly refer children to CAMHS</li> <li>• Hearing and visual impairment support</li> <li>• Dyslexia Training</li> <li>• Attachment Training</li> </ul>
<ul style="list-style-type: none"> <li>• What arrangements are made for reasonable adjustments in the</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support and small group support when needed in class</li> </ul>

<p>curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> <li>• Sensory breaks</li> <li>• Experienced Staff used as scribes, prompters and readers during SATs tests</li> <li>• Applications made for additional time, rest breaks, early opening if needed</li> <li>• Breakfast toast and juice during SATs' week for Year2 and 6 Children.</li> </ul>
<ul style="list-style-type: none"> <li>• How do you share educational progress and outcomes with parents?</li> </ul>	<ul style="list-style-type: none"> <li>• Parents Evenings – twice a year</li> <li>• School Reports – once a year</li> <li>• Meetings with parents on an informal basis.</li> <li>• Pride Time</li> <li>• Early Years Foundation Stage Key Person Meetings</li> <li>• SEN Reviews</li> <li>• Transfer to Secondary school meetings</li> <li>• Annual reviews</li> <li>• Multi agency meetings</li> <li>• IEPs and written reviews are discussed at Parents' Evenings and then a copy sent home</li> </ul>
<ul style="list-style-type: none"> <li>• What external teaching and learning do you offer?</li> </ul>	<ul style="list-style-type: none"> <li>• MAPAS teach our year 4 children to play the xylophone and flute.</li> <li>• The Lead sports coach for our local cluster of schools comes into schools regularly to develop PE within the school.</li> <li>• Year 3 children attend swimming lessons every week by experienced coaches at the local swimming baths.</li> <li>• Manchester United trainers work with classes on multi Sports.</li> <li>• Kickstart Sports weekly for classes</li> </ul>
<ul style="list-style-type: none"> <li>• What arrangements are in place to ensure that support is maintained in "off site provision"?</li> </ul>	<p>Children are educated both on and off site attending regular swimming at the local Spots Centre,          Visits to the local Church, the Moss, the Library, the Local High School as well as the annual residential trip to Lledr Hall.          We also have a number of agencies who come in and offer out of hours' activities to children – these include Salford Red Devils who run Street dance and Kickstart who run sports related clubs.          The residential trip is for a total of 30 pupils from Y5/6 and the staffing ration is high.</p>

	<p>Other trips which are planned during term time as 'educational trips' are fully manned by experienced staff and some volunteers. A full risk assessment is undertaken in every case.</p>
<ul style="list-style-type: none"> <li>• What work experience opportunities do you offer?</li> </ul>	<ul style="list-style-type: none"> <li>• Strong links with MMU and Edgehill University and the SCITT Programme Student Teacher placements, Eccles College childcare standard</li> <li>• High school work experience placements</li> <li>• Placements for Teaching Assistant training</li> </ul>
<p><b>Annual Reviews</b></p>	
<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>	
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<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> </ol>	<ul style="list-style-type: none"> <li>• Invites sent to all parties involved</li> </ul> <p>Throughout the Year, children who have an Educational, Health and Care Plan have an Annual Review meeting. This is an opportunity to discuss progress made during the year and to set future targets. All agencies working with these children are asked to attend the meeting, alongside parents, school staff and the LA. All parties are expected to give a report, written or verbal, during the meeting so that plans can be made for the next year.</p> <ul style="list-style-type: none"> <li>• Review meeting held at a convenient date and time of day for parents</li> <li>• Translator provided if needed</li> <li>• Consultation with key staff before</li> <li>• Making parents aware of SIAS (Salford Information Advice and Support Service)</li> <li>• Obtaining reports of those unable to attend</li> </ul>
<ol style="list-style-type: none"> <li>2. What arrangements are in place for children with other SEN support needs?</li> </ol>	<p>Every child on the SEN register has an Individual Education Plan (IEP) which is reviewed and rewritten twice during the year. On two occasions, this is discussed in depth at a Parents' Evening and parents can comment, sign it and take a copy home.</p> <p>We also offer</p> <ul style="list-style-type: none"> <li>• Reading and Writing support groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Precision Learning</li> <li>• Dyslexikit</li> <li>• Read wise</li> <li>• Dyscalculia Intervention</li> <li>• Numicon Trained Staff</li> <li>• FRIENDS group</li> <li>• Nurture Group</li> <li>• 1-1 counselling (Inclusion Manager).</li> <li>• Pyramid Club</li> <li>• Speech and Language 'enhanced' service</li> <li>• ELKLAN Trained Teaching Assistant</li> <li>• WellComm trained Teaching Assistants</li> </ul>
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<b>Keeping Children Safe</b>	
<ol style="list-style-type: none"> <li>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?</li> <li>2. What support is offered during breaks and lunchtimes?</li> <li>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</li> <li>4. What are the school arrangements for undertaking risk assessments?</li> <li>5. Where can parents find details of policies on bullying?</li> </ol>	

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<ol style="list-style-type: none"> <li>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?</li> </ol>	<p>A member of staff is on duty from 8.45am until the whistle goes at 8.50am. Parents are not allowed to use the staff car park as it is usually full and is dangerous for children to be walking through. There is ample parking in the local area and there is a free public car park very near the school.</p> <p>Nursery parents are asked to come into the school building to drop off and to pick up their children. In the Infants, parents bring their children to the class door and watch as their child is greeted by the class teacher. At the end of the day, staff wait with pupils in class until they are collected by a named adult.</p> <ul style="list-style-type: none"> <li>• Covered area where parents can wait for children</li> <li>• Staff available at the start and end of each day</li> <li>• Car park available in exceptional circumstances</li> <li>• Three gates used for pupil access to facilitate social distancing during</li> </ul>

	<p>Covid-19</p> <ul style="list-style-type: none"> <li>• Senior member of staff ensures safe parking by parents</li> </ul>
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> <li>• At least one member of staff per class on duty at playtime (yr1-6)</li> <li>• At least one member of staff per class at lunchtimes</li> <li>• 1:1 support if needed</li> <li>• Member of the Senior Leadership Team on the playground wherever possible</li> <li>• Children able to stay indoors at lunchtime if worried or upset</li> <li>• Children able to go home for lunch if needed</li> <li>• Kick start provide sporting activities outside 3x weekly</li> <li>• Outside gym for KS2</li> <li>• Outside all weather pitch for all key stages</li> <li>• 1/4k fitness walk for KS1 and KS2</li> <li>• Tyre park and climbing structures</li> <li>• Outdoor classroom for quiet activities</li> </ul>
<p>3. How do you ensure pupils stay safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>School trips are fully risk assessed using the Salford EVOLVE system. Staffing: pupil ratios are scrutinised and external destinations are also assessed before pupils are allowed to go.</p> <ul style="list-style-type: none"> <li>• Any outside agencies coming into school to offer services are all fully compliant with CRB checks.</li> <li>• Staff aware of key children to monitor and support during key transition points during the school day</li> <li>• Risk Assessments and Pre visits are conducted prior to any school visit</li> <li>• Online risk assessments completed and referred to a Local Authority Officer as required.</li> <li>• PE lessons always conducted by a school based teacher / member of staff and additional risk assessments undertaken as needed</li> <li>• Annual PE equipment check by external agent</li> <li>• Annual Health and Safety Audit</li> <li>• High staff ratios on all school visits</li> <li>• Additional adults taken if needed to support vulnerable children.</li> <li>• Safe Guarding Lead attended 'Safe in Sport and physical Education'</li> </ul>

	training
4. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> <li>In line with the Salford Local Authority</li> </ul>
5. Where can parents find details of policies on bullying?	Policies can be found on the school website at <a href="http://www.fiddlerslaneprimaryschool.co.uk/">http://www.fiddlerslaneprimaryschool.co.uk/</a> alternatively paper copies can be obtained from the school office.
<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> <li>5. Which health or therapy services can children access on school premises?</li> </ol>	
<b>Health (including Emotional Health and Wellbeing)</b>	
1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> <li>We have a managing medicines policy that is adhered to and monitored.</li> <li>School has a policy on administering medication which has been ratified and agreed by the Governors.</li> <li>School will not administer any medication unless this has been pre-arranged with the Head teacher or Deputy Head teacher.</li> <li>Parents need to sign forms and give their consent</li> <li>All cases are dealt with on an individual basis.</li> <li>A copy of the policy can be obtained from the school office.</li> </ul>
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"> <li>Meeting is conducted between parents, school staff, school nurse and any other professionals involved.</li> <li>The care plan is then shared with all parties involved directly with the child and monitored by the lead professional.</li> </ul>
3. What would the school do in the case of a medical emergency?	<ul style="list-style-type: none"> <li>Call 999</li> <li>Contact parents</li> </ul>



	<ul style="list-style-type: none"> <li>• Contact school first aider</li> <li>• Collect parents or arrange for them to be collected</li> <li>• Two members of school staff to accompany child to hospital in the absence of parents</li> <li>• Offer of a member of staff to stay with the parent &amp; child if needed / requested</li> </ul>
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> <li>• Nine members of staff first aid trained, including five paediatric first aiders and four First Aid at Work trained staff. Two additional members of staff to undergo training.</li> <li>• All staff members are trained every 18 months on safeguarding and child protection</li> <li>• All staff have read and have training on KCSIE</li> <li>• Designated Child Protection Officers receive Safeguarding Updates and Development Training every year provided by the Salford Safeguarding Children's Board</li> <li>• Relevant staff undertake courses provided by the Salford Safeguarding Childrens Board</li> <li>• One members of staff trained on 'Early Health Assessment' and related documents. Further member of staff to undergo training.</li> </ul>
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> <li>• Appointments with school health</li> <li>• Educational Psychology</li> <li>• IReach</li> <li>• Place2Be</li> <li>• Mindfulness</li> <li>• Access to a sensory room</li> </ul>
<p><b>Communication with Parents</b></p>	
<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?	<ul style="list-style-type: none"> <li>Names and information published on school website <a href="#">Home - Fiddlers Lane Primary School</a> 0161 7752490</li> <li>Home visits made to all new nursery children prior to admission</li> <li>Home visits made if requested by parents</li> <li>Regular newsletters to parents</li> <li>Photographs and names of all staff at the entrance of the school.</li> <li>School Facebook page <a href="#">(2) Fiddlers Lane Primary School - Official   Facebook</a></li> <li>Parent App</li> </ul>
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none"> <li>All parents are seen as swiftly as possible.</li> <li>Any urgent issues are dealt with immediately by the Head teacher, the Deputy Head teacher or a member of the Senior Management Team.</li> </ul>
3. How do you keep parents updated with their child/young person’s progress?	<ul style="list-style-type: none"> <li>Parents Evenings</li> <li>Parent Workshops</li> <li>Good work assemblies</li> <li>Mums and Dads club</li> <li>PTA</li> <li>Pride Time</li> <li>Reports to parents</li> <li>Certificates</li> <li>Telephone Calls</li> <li>Stay and play sessions</li> <li>New and perspective parents can make an appointment to tour the school and meet with the Headteacher</li> </ul>
4. Do you offer Open Days?	<ul style="list-style-type: none"> <li>Play and stay sessions for all new parents</li> <li>New parents invited to look around the school</li> <li>Workshop Early Years</li> <li>Mums and Dads Club</li> </ul>
5. How can parents give feedback to the school?	<ul style="list-style-type: none"> <li>Parent view questionnaires sent to parents annually and parents asked to complete at parents’ meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Link to Parent View on school website</li> <li>• Appointment with Headteacher/Chair of Governors</li> <li>• By letter to Headteacher/Chair of Governors</li> <li>• Views sought during the year via separate questionnaires, and through Facebook</li> <li>• By representation on the governing body</li> </ul>
<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?	<ul style="list-style-type: none"> <li>• Acceptable use of IT documents</li> <li>• Online safety agreements</li> </ul>
2. What opportunities do you offer for pupils to have their say? e.g. school council	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Prefects</li> <li>• Head boy and Girl nominated</li> <li>• Pupil questionnaires</li> </ul>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<ul style="list-style-type: none"> <li>• Parents' meetings</li> <li>• Pastoral Support Plan meetings</li> <li>• Behaviour reviews</li> <li>• SEN review meetings</li> <li>• Arranging a meeting with staff.</li> <li>• Open door policy ( telephone if needed)</li> </ul>
4. What opportunities are there for parents to get involved in the school or become school governors?	<p>There are many opportunities for parents to be involved in the life of the school</p> <ul style="list-style-type: none"> <li>• Parents can attend school trips and are invited to attend productions and assemblies on a regular basis.</li> <li>• When a vacancy arises parents are informed and all parents invited to apply to be a school governor</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents welcome to approach school to volunteer in school.</li> <li>• Actively encouraged to become involved in parent clubs</li> <li>• Special events e.g. decoration day, eat alongside your child</li> <li>• PTA</li> </ul>
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)	<ul style="list-style-type: none"> <li>• Link Special Educational Needs Governor</li> <li>• Link Safeguarding and Looked After Children Governor</li> <li>• Ensuring funds are available in the budget to provide access to other agencies</li> </ul>
<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?	<ul style="list-style-type: none"> <li>• Yes – Headteacher, SENCO, Inclusion Manager, arrange to meet parents and complete paperwork with them.</li> <li>• Offer translators when appropriate</li> <li>• They ask, or it is offered to them.</li> </ul>
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?	<ul style="list-style-type: none"> <li>• Leaflets available in school / on website</li> <li>• Advice through Senior Leadership Team</li> <li>• Advice from Inclusion Manager</li> <li>• SENCO</li> <li>• Child Protection Coordinator</li> <li>• On the school website</li> <li>• Specific workshops</li> </ul>
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<ul style="list-style-type: none"> <li>• Rarely an issue but will offer advice on transport and have an understanding when children are late when having to travel a long distance or have exceptional circumstances which impact on punctuality</li> </ul>
<b>Transition from Primary School and School Leavers</b>	
1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	

<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p> <p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	
<p><b>Transition from Primary School and School Leavers</b></p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<ul style="list-style-type: none"> <li>• Visits to the school</li> <li>• Buddying</li> <li>• Potential of phased intake</li> <li>• Close links with previous school/setting</li> <li>• Activities for year 5 pupils – online / competitions</li> <li>• Newsletters shared</li> <li>• Competitions and cluster events, such as sport tournaments</li> </ul>
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<ul style="list-style-type: none"> <li>• Positive links with secondary schools</li> <li>• Support for parents and carers completing high school paper work</li> <li>• Extra visits planned for Year 6 leavers with additional needs</li> <li>• Positive links with all close secondary schools</li> <li>• Key staff from secondary school visit Fiddlers Lane to meet children and introduce themselves</li> <li>• Pyramid Group</li> <li>• Meeting with the SENCO at the high school</li> <li>• High schools invited to parent’s evenings and Year 6 assemblies</li> </ul>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	<ul style="list-style-type: none"> <li>• An expectation that all children make at least expected progress in reading, writing and mathematics from starting points and as many children as possible are ‘Secondary ready’</li> <li>• Transition meetings for years 5/6 SEN pupils</li> <li>• Promoting the importance of good attendance and punctuality</li> <li>• Promoting good behaviour and attitudes for the world of work and to be happy in personal life.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide good role models of behaviour to pupils by the way staff treat each other and the pupils</li> <li>• Emotional literacy curriculum</li> <li>• Strong PSHE curriculum including sex and relationships/drug and alcohol awareness/Anti Bullying/Anti Social behaviour/all forms of discrimination</li> <li>• Healthy eating</li> <li>• 'Real love Rocks' Programme</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Before and after school club are provided on site by Mojos, which is run separately to the school</li> <li>• Various extra-curricular clubs after school</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Various extra-curricular clubs after school, gymnastics, dance, netball, coding club, choir, art club, story club.</li> <li>• These clubs are free of charge as they are run by members of the school staff. There is a small charge of £1 a week for clubs run by outside agencies such as Kick start.</li> <li>• Kick start run lunch time sports clubs 3 x weekly</li> </ul>
<ol style="list-style-type: none"> <li>3. How do you make sure clubs, activities and residential trips are inclusive?</li> </ol>	<ul style="list-style-type: none"> <li>• Mums and Dads' Club encourages family members to get involved in school activities.</li> <li>• All children are able to take part</li> <li>• Parents able to pay for trips and visits in instalments</li> <li>• Free music tuition for all children in Year 4</li> </ul>
<ol style="list-style-type: none"> <li>4. How do you help children and young people to make friends?</li> </ol>	<ul style="list-style-type: none"> <li>• Anti Bulling group/awareness</li> <li>• Talking partners</li> <li>• After school clubs</li> <li>• Class Circle Time</li> <li>• Inclusion Manager Support</li> </ul>

- FRIENDS group
- SCARF

Key policies can be found on our website: <http://www.fiddlerslaneprimaryschool.com>  
e.g Behaviour policy, Antibullying policy, SEN policy

### Glossary for Local Offer

	<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/ADD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous 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. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) <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>	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. 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. 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.
	<b>Asperger Syndrome</b>	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
<b>ASD</b>	<b>Autistic Spectrum</b>	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':

<b>Disorder</b>	<ul style="list-style-type: none"> <li>• Socialisation - poor social skills;</li> <li>• Communication - difficulties with speech language and communication;</li> <li>• Imagination - rigid thought and resistance to change.</li> </ul> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
<b>Clinical Psychologist</b>	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
<b>Code of Practice</b>	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.
<b>Differentiation</b>	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.
<b>Differentiated Curriculum</b>	A curriculum that is specially adapted to meet the special educational needs of individual children.
<b>Dysarthria</b>	Dysarthria is a motor speech disorder. The muscles of the mouth, face and respiratory system may become weak, move slowly or not move at all following a stroke or other brain injury. Dysarthria can also be caused by cerebral palsy and muscular dystrophy. It can cause slurred speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech, drooling or poor control of saliva, chewing and swallowing difficulty.
<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>Dysgraphia</b>	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with



		dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	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.
<b>EP</b>	<b>Educational Psychologist</b>	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.
	<b>Exam Special Arrangements</b>	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.
	<b>Exam Special Concessions</b>	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.
	<b>Governors</b>	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'.
<b>HI</b>	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
	<b>Inclusion</b>	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.

<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>Learning Mentors</b>	Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
<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>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>PPO</b>	<b>Parent Partnership Officer</b>	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.

	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
	<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>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	<b>Pyramid Club</b>	Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 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>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>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.
<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>Transition Plan</b>	If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 9 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan. The Transition Plan should draw together information from a range of professionals within and beyond the school in order to plan for the young person's transition to adult life. If your child has an EHCP, the Transition Plan is replaced by a

		'Preparing for adulthood' review (see above).
<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.