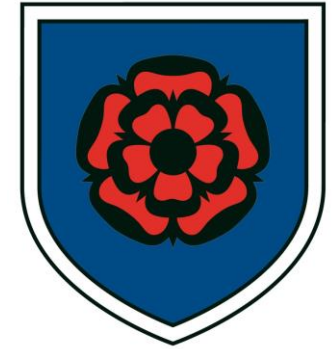


Mossfield Primary School

SEND Local offer



School	Mossfield County Primary School
Name and contact details of your school's SENCO	Mrs Maria Dunphy - 0161 9212160

The name of the person responsible for maintaining details of the Local Offer for Mossfield Primary School

Name of Person/Job Title	Mrs Maria Dunphy SENDCo and Assistant Head		
Contact telephone number	0161 9212160	Email	Mossfield.primaryschool@salford.gov.uk

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Please give the URL for the direct link to your school's Local Offer			
Name	Maria Dunphy	Date	9 September 2022

Please find an overview of the provision Mossfield Primary School has in place for children with Special Educational Needs. If you are a parent and have any questions please contact Maria Dunphy (SENCo).

Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<p>At our school we have specially trained Teaching Assistants (TAs) to meet all individual pupil needs and enhance learning.</p> <p>We have ELKLAN trained Teaching Assistants to support children with language and social difficulties.</p> <p>All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own level.</p> <p>We offer 1-1 support for any child that needs it in reading, writing, spelling and numeracy.</p> <p>Teaching is linked to pupils' specific needs as part of quality first teaching.</p> <p>We also provide support for children with other identified needs such as Autism, ADHD, Speech and Language.</p> <p>The deliverance of specialist programmes provided by outside agencies, such as Speech and Language.</p>
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning?</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 SENCO.</p> <p>Those children who require extra support may also work with different agencies to help them to learn independently.</p> <p>These include the Educational Psychologist, Speech and Language Therapist, Occupational Health, Learning Support Services and the School Nurse.</p> <p>We always talk to parents before we ask for help from other agencies.</p> <p>Precision teaching.</p> <p>Individual targets and personalized plans.</p>
<p>3. Staff specialisms/expertise around SEN or disability</p>	<p>Our school has a very experienced SENCO who is approachable and willing to support all children's needs in a positive manner.</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"> • Read, Write Inc, precision teaching , • Mathematics programmes such as Numicon intervention • Socially Speaking for children with Autism • ELKLAN strategies for children with speech and language difficulties • Blank Level training <p>Specially trained behavioural lead to work with children with social and emotional difficulties in our nurture room.</p> <p>All staff including non-teaching and welfare staff have been Team Teach trained to support children with social and emotional difficulties.</p>
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>Staff development needs are identified through performance management and appraisals. All staff are trained and supported in all areas of special needs that are currently identified in our school, including attachment training, speech and language, Team Teach.</p> <p>CPD training is offered regularly on supporting children with special educational needs</p> <p>The SENCO 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 SEN children are ready for the tests.</p> <p>In addition, we also have:</p> <ul style="list-style-type: none"> • Intervention Groups to give children extra help. • Extra time provided for the tests • A separate, small classroom for anxious students or students with behaviour difficulties • Readers in mathematics for children with reading difficulties • Children experiencing reading difficulties are offered small group reading session after school.

<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"> • Parents Evenings twice a year • School reports – once a year • Termly reports which include new and reviewed curriculum targets, assessment data, information relating to homework and PE engagement. • Additional meetings with parents if requested or required • Review of Educational Health Care Plans once a year or more often if necessary • Review of IEPs three times a year, copies sent out by post if parents do not come to appointments to discuss these • Open door policy to SENCo if needed • Home school books when needed • Certificates and rewards system
<p>7. What external teaching and learning do you offer?</p>	<p>We have after school reading clubs for our greater depth children. We have after school reading clubs for groups of up to 4 children, which they attend twice a week. We provide a homework club for children who require extra support to complete these tasks. We have an experienced learning mentor who works 1-1 with children, and parents of children, who have behavioral or emotional difficulties. We have a designated 'behavioural lead' who works to support children with challenging behaviours and find it difficult to access the curriculum in the classroom setting. We provide after school tutoring for all year groups, this is on an invitation basis and aimed to support children who have gaps in their learning.</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<p>Where children have been educated off site a designated support worker has accompanied them to their offsite setting. Weekly visits have been managed to maintain positive links between both learning environments. Close liaisons with staff from Mossfield and Offsite setting. During weekly swimming sessions a specially trained member of staff gets into the pool with the children.</p>

Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<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 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
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>To ensure that we are meeting the needs of other children with SEN, 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 SEN 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 SENCO, class teachers and the TAs work very closely to communicate effectively about all SEN children. • IEPs are reviewed every term with teachers and parents • Educational Psychologist for assessments and strategies • We refer children to outside agencies for further support and advice when necessary, for example, learning support, speech and language

Keeping Children Safe	
<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</p>	<p>We have different handover arrangements depending on the age of the child. In the EYFS, parents bring their child into school in the morning and wait outside the classroom where the children are handed one at time to waiting adult. In KS1 parents wait outside the classroom and teacher sends the children out to an appropriate adult. In KS2 children are taken into the playground, as a whole class, by their teacher and remain with their teacher until they see an appropriate adult. Children in Years 5 and 6 can go home alone if the school has written permission from the parents. Children are not allowed to go home with anyone unless we have written permission from the parent or verbal consent to the school office. Parking facilities are very limited and we ask parents with cars to wait outside the school grounds. We have one bay for disabled drivers / pupils</p>
<p>2. 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 Behavioural Lead supports children who are struggling emotionally or with behaviour issues and they can spend the time in the 'Sunshine Room' where they have access to a range of activities. We have a playground buddy system so our older children support the younger children to ensure they are happy at break time and lunchtime.</p>
<p>3. How do you ensure my son/daughter stays safe outside the classroom?</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. Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing. Our school is surrounded by a perimeter fence, the pedestrian gates are opened at 8.40am and locked 9.10am; they are then opened again at 3.10pm until 4.20pm, during the time the gates are locked any visitor needs to use an intercom system to book in with office staff who will then open the gates. This is to ensure children cannot leave the school grounds without permission and people cannot access the premises without the knowledge of school staff.</p>

4. What are the school arrangements for undertaking risk assessments?	All in line with Salford LA
5. Where can parents find details of policies on bullying?	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.
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"> • A meeting is held with the parent/carer, SENCO, school nurse, learning mentor and any other professional who is involved with the pupil. • The care plan is then shared with all staff in a briefing and monitored by the SENCO every half term or sooner if needed, • Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> • Call 999 • Contact a qualified first aider • Contact parent/carer, collect them or pay for a taxi if required • 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 18 months on Safeguarding/Child protection • Relevant staff undertake external courses provided by the LA and private companies • 2 members of staff attend a 2 day first aid course every 2 years • All other members of staff attend a full day first aid course every 3 years. • At least 1 member of staff in each key stage has been trained on how to administer an EpiPen • Relevant staff are trained on how to use a defibrillator • Relevant staff have been trained on caring for a Stoma and managing a stoma pouch.

	<ul style="list-style-type: none"> • Staff undertake medical training when need to meet the needs of the child, for example, if a child is diabetic. • We have designated members of staff who are trained on FAF completion and other relevant documents, i.e. EWO referrals, etc. • 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.
<p>5. Which health or therapy services can children access on school premises?</p>	<p>Speech and language therapy School nurse Occupational therapy Hearing impairment nurse Where a health professional requests to visit a child in school this can be arranged.</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 staff for following year • Parent drop ins • School newsletter • School Website / Blog • EYFS welcome meetings • Open door policy • Workshop evening • Tour of the school for parents of children new to the school • Class teacher informs parents about the SENCO– • Children & Family officer available • SENCO informs parents that she is available to talk to them as soon as possible or by appointment • School prospectus • Staff photo board in school entrance

<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 briefly in the morning or after school. If a lengthier discussion is required, then an appointment can be made. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after. SENCo can meet with parents before or after school and can speak to parents on the phone on the day requested</p>
<p>3. How do you keep parents updated with their child/young person's progress? 4. Do you offer Open Days?</p>	<p>We update parents about their child's progress in a number of ways</p> <ul style="list-style-type: none"> • Parents evenings • School reports • Individual targets and evaluated targets sent home half termly • Telephone calls • Letters home • Informal chats before and after school • Parents can make an appointment • Workshop evenings • IEPs sent by post if not collected from SENCo
<p>5. 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.
<p>Working Together</p>	
<p>1. Do you have home/school contracts?</p>	<p>Our school has home/school contracts which our parents are asked to sign when their child starts school. This contract goes with them throughout the duration of their time at Mossfield. The</p>

	<p>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>Where children are experiencing behavioural difficulties we have a 'Pastoral Support Plan' which is agreed with the parent, school and pupil.</p>
<p>2. What opportunities do you offer for pupils to have their say?</p>	<p>Our School offers a range of opportunities for pupils to have their say. These include:</p> <ul style="list-style-type: none"> • School blog • Suggestion box • Staff listen to children on an informal basis • Children speak to a member staff that they feel comfortable with. • Learning Mentor is available to talk with confidentially
<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 • School questionnaires • Workshop evenings
<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.</p>
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Our school has a named Governor linked to SEN.</p> <p>Governors regularly visit the school and spend time in classrooms</p> <p>Governor for SEN attends, on occasions, EHCP review meetings.</p>

What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<p>Our school does offer help completing forms if required.</p> <p>The SENCO, School Learning Mentor or Behavioural Lead would arrange to meet with them and help them complete all the necessary paper work.</p> <p>Parents are offered this service at a parental meeting or by phone.</p> <p>Close links with Salford Information and Advice Support Service (SIASS) who also support our parents with completion of forms.</p> <p>Learning Mentor and Behavioural Lead will also help parents to complete FAFs, referrals etc.</p> <p>Translators will be brought in to school to help parents who cannot fill in forms due to a language barrier</p>
2. What information, advice and guidance can parents access through the school? Who normally provides this help and how would they access this?	<p>Our school has a Learning Mentor who works very closely with parents and supports them in numerous ways including help with dealing with other agencies such as social care and housing.</p> <p>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>
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<p>Parents could contact school to discuss any issues arising.</p>
Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils leaving the school?	<p>We have close links with our nearest high school and most of our pupils attend there when they leave us.</p> <ul style="list-style-type: none"> • Year 7 coordinator visits primary schools to speak to pupils in Year 6 • Year 6 pupils visit on two occasions in the final term of Year 6.

	<ul style="list-style-type: none"> • Year 5 pupils visit the high school prior to applying for a place • SEN pupils and/or vulnerable pupils are placed in the nurture group • SEN pupils have additional visits to the high school with their parents • Children who need buddying are put in the same form to support each other.
Extra-Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	There is a before and after school club, Kids Kapers, which is located in the small school hall in our infant building – children from our school attend the clubs.
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	There are several after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. All activities are free. All clubs are mentioned in newsletters and on the website. Parents are asked to sign up to these clubs using the Parent App.
3. How do you make sure clubs, activities and residential trips are inclusive?	Risk assessments are carried out, parents are consulted. We also offer 1-1 support or small group support for pupils When invites go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. Experienced, trained TAs and qualified teachers accompany all trips out.
4. How do you help children and young people to make friends?	We use a buddy system at break time and lunch time. Our teachers and TAs also support the children at break times and lunchtimes, encouraging them to play co-operatively.