Brentnall Community Primary School

LOCAL OFFER

Name of SENCO	Miss Sabrina Harvey Mrs. Emily Mendham (maternity leave)
School Address	Brentnall Community Primary School Northumberland Street Salford M7 4RP
Contact number	0161 792 4317
Email Address	brentnall.primaryschool@salford.gov.uk
Name of Headteacher	Mr Matt Thompson

TEACHING AND LEARNING

WHAT ADDITIONAL SUPPORT CAN BE PROVIDED IN THE CLASSROOM?

- Teaching assistants (TAs) are employed and used to support and enhance the learning taking place in classrooms. TAs are responsible for supporting the learning of small groups of children, delivering 1:1 sessions and small group interventions to targeted pupils.
- We have a team of TAs who are employed for classroom support as well as specific SEN support. This includes staff working in our enhanced resource provision for children who have autism (Ruby Class).
- At Brentnall, we have an enhanced resource provision (Ruby Class) for children who all have an EHCP for autistic spectrum disorder. At full capacity we will have up to 12 children in key stage 2 who are taught an individualised curriculum by highly specialised staff.
- If additional funding is allocated to children who have special educational needs (SEN) through an Educational, Health and Care Plan (EHCP), this funding is used to provide additional support to the individual pupil. If we think that your child needs additional support on a regular basis, we will tell you.
- TAs can also be used for pre-teaching of new topics, in particular focusing on the teaching of topic-specific vocabulary.
- We make reasonable adjustments to ensure that the needs of children with SEND are met.
- All teachers plan differentiated learning, activities and resources to suit the needs of all children in their class.
- Working walls are used for visual support in every classroom including our intervention spaces.
- We provide individual resources to support learning, for example key vocabulary and individual timetables.
- We have a pastoral team who support our children and families in a number of different ways.
- We are working towards Dyslexia Friendly Status and we are also working on the Autism Education Trust standards which is helping us to evaluate our practice in addressing the needs of pupils on the autism spectrum.
- Access to a range of technology including laptops and iPads.

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)

- We have a service level agreement with Salford's Educational Psychology Service and our assigned Educational Psychologist is Rachel Morris while Emily Hart is on maternity leave.
- We have access to a wide range of external agencies to support children with additional needs including Educational Psychology Service (EPS), Ethnic Minority Achievement Service (EMTAS), Learning Support Service (LSS), Occupational Therapy (OT), Primary Inclusion Team (PIT), Community Paediatrics, CAMHS and Speech & Language Therapy (SALT).
- We have TAs who are ELKLAN trained (a speech and language programme). When a possible speech and language need is identified, a TA trained in ELKLAN will screen the pupil using the TALC assessment. If required, they will then be assigned to a specific intervention based on their need.
- Specialist Speech and Language Therapist commissioned by the local authority work with the children in the Enhanced Resource Provision
- Where necessary we provide specific equipment for children who need this in order to be able to access their learning.
- Access to a range of technology e.g. laptops and iPads are used to support children with recording their work if they have difficulties with writing.
- We ensure those pupils that require sensory breaks and resources have access to them when they need them.
- Where children display signs of dyslexia we provide dyslexia friendly resources, for example coloured overlays, reading rulers, printing work on coloured paper and coloured whiteboards.

- All nursery and reception pupils are screened using WellComm to enable us to identify children who might require speech and language support. All children in nursery and reception have weekly WellComm sessions and where appropriate, children in year 1.
- We make reasonable adjustments to ensure that pupils will SEN are not treated less favourably.
- We use Boardmaker for pupils' visual timetables. We use these consistently across school for individual timetables and class timetables from nursery to year 6.

STAFF SPECIALISMS/ EXPERTISE AROUND SEN OR DISABILITY

- Miss Harvey is our SENCO and Assistant Headteacher responsible for inclusion across the school.
- Mr Thompson, our headteacher, is an experienced SENCO who holds the NASENCO qualification.
- All staff are Team Teach trained.
- We are an Emotionally Friendly School.
- We have four members of staff trained to be mental health first aiders.
- All staff have received recent training in attachment, dyslexia, listening and attention and the AET framework for autism, as well as teachers receiving training on quality first teaching.
- We have an autism specialist teacher who works in our enhanced resource provision.
- ELKLAN trained TAs
- Staff delivering Read Write Inc. sessions have received official training.
- We have two learning mentors to deliver intervention for children based on a nurturing ethos.
- We are a PiXL school. We use PiXL therapies to ensure that all children are able to achieve their full potential.

WHAT ONGOING SUPPORT AND DEVELOPMENT IS IN PLACE FOR STAFF REGARDING SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEN?

- SENCO attends regular SEN training
- On-going support from specialists including PIT, Alder Brook Pupil Referral Unit and Springwood Special School Outreach service.
- Weekly support from two EMTAS members of staff.
- On-going support from our educational psychologist.
- School is part of Salford's CAMHS iReach service to provide support for children who have social, emotional and mental health difficulties (SEMH).

CPD training offered for staff regularly on:

- Autism spectrum disorder
- Dyslexia
- Behaviour
- ADHD
- Precision teaching
- Sensory processing disorder
- Supporting EAL pupils in and out of the classroom
- Speech and language difficulties

WHAT ARRANGEMENTS ARE MADE FOR REASONABLE ADJUSTMENTS IN THE CURRICULUM AND SUPPORT TO THE PUPILS DURING EXAMS?

- Access arrangements are in place for children that require additional support.
- All teachers and support staff supporting with the tests are informed of all pupils who have SEN.
- Training for staff prior to exams.
- Experienced staff used as scribes, prompters and readers during SATs tests.
- Applications made for additional time and rest breaks where needed.
- Where required, a separate smaller room is available for children to sit their tests.

- For those children that require brain breaks or sensory breaks during tests these are provided.
- We are able to ensure all test papers can be presented in a dyslexia friendly way.
- All children are provided with a healthy breakfast prior to sitting their tests.
- 1:1 support and small group support when needed in class.
- Year 6 booster groups to help to prepare children for their exams.
- We understand that tests can provide a lot of stress for children so we ensure that we have emotional support available prior to, during and after the testing period.

HOW DO YOU SHARE EDUCATIONAL PROGRESS AND OUTCOMES WITH PARENTS?

- Two parents' evenings each year
- End of year reports produced and sent home annually
- Meetings with parents as appropriate
- SLT present at the front of school each morning and afternoon.
- Teachers greeting children and parents each morning and seeing the children out each day.
- PACT (parent and children together) afternoons for all classes nursery to year 6 once a half term where parents are invited into their child's class to work alongside their child on set tasks/ learning.
- Annual reviews for children with EHCPs or more frequently if necessary.
- Transition reviews are held to ensure that the child's next stage in education is well planned and prepared for.
- SENCO holds regular meetings with parents of SEN children experiencing specific difficulties.
- Meetings with outside agencies take place as needed and parents are invited to attend.
- Parents and carers are encouraged to be fully involved in their child's learning and progress throughout the school year.

WHAT EXTERNAL TEACHING AND LEARNING DO YOU OFFER?

- We have two members of staff from EMTAS who come into school each week to work with identified EAL children to support their learning.
- Sports coaches, who are PE specialists, deliver lessons to all classes and support with staff CPD.
- A member of staff from MAPAS who teaches children to play a musical instrument.
- All classes have several school trips throughout the school year.
- Year 6 children have the option to go on a residential trip.
- For those children in year 6 that are identified as needing extra transition days these are provided.
- PIT provide a specific intervention for a group of targeted children.

WHAT ARRANGEMENTS ARE IN PLACE TO ENSURE THAT SUPPORT IS MAINTAINED IN "OFF SITE PROVISION"?

- No pupils are currently accessing offsite provision.

WHAT WORK EXPERIENCE OPPORTUNITIES DO YOU OFFER?

- We offer placements for students on BA and PGCE courses from Manchester Metropolitan University and Manchester University.
- We currently have two teachers training with us through the Teach First programme. We have previously trained other teachers through this programme.
- Brentnall is part of a schools direct programme ran by several schools in Salford called the Salford Alliance of Learning Schools (SALS).

ANNUAL REVIEWS

WHAT ARRANGEMENTS ARE IN PLACE FOR REVIEW MEETINGS FOR CHILDREN WITH EDUCATION, HEALTH AND CARE (EHC) PLANS?

At Brentnall we follow advice from the Government and LA when completing annual reviews for children with EHCPs. This includes:

- Invites sent to all relevant parties in an appropriate time frame.
- Ensure that the set date for the annual review is a convenient date and time.
- SENCO to ensure that parents and professionals are aware of the purpose, aims and agenda of the meeting.
- SENCO to ensure that all documentation is shared ahead of the meeting.
- SENCO to obtain reports from those professionals who are unable to attend.
- Review is held at a convenient location.
- Provide a translator if needed.
- Ensure that parents are aware of parental support available (SIASS)
- Consult with key staff prior to the meeting.
- Ensure that parents feel welcomed and have plenty of opportunity for them to share their thoughts and feelings.
- Complete review in line with LA guidance.
- Where appropriate, pupils to attend part or full annual review.
- SENCO to submit detailed paperwork to Salford SEN department following the annual review which is shared with all parties.

WHAT ARRANGEMENTS ARE IN PLACE FOR CHILDREN WITH OTHER SEN/D SUPPORT NEEDS?

- Where possible, class sizes are smaller than the national average.
- TAs are in place to meet the needs of the cohort and to support the learning of individuals or small groups of children.
- PiXL interventions in place for children in years 1 to 6.
- Two learning mentors delivering interventions for children SEMH needs which are reviewed every half term.
- Assessments carried out by outside agencies, for example EPS, SALT, PIT, EMTAS.
- We have regular visits from physiotherapists
- Health Care plans are in place for several children which have been shared with all relevant staff.
- We have personal evacuation plans in place for several children.
- Wheelchair accessibility
- Regular pupil progress meetings where all pupils are discussed by the class teacher, phase leader, assessment lead and SENCO. All documents from pupil progress meetings are shared with SLT.
- The SEN register is regularly monitored and updated.
- The impact of all our interventions are regularly monitored by SLT.

KEEPING CHILDREN SAFE

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?

- SLT present at the front of school each morning and afternoon.
- Teachers greeting children and parents each morning and seeing the children out at the end of each day.
- Parents and carers wait outside the classroom doors while teachers call the names of the children.
- Password system in place for when new or unfamiliar adults are picking a child up.

- Parents and carers are encouraged to inform staff prior to a pick up that a new or unfamiliar adult will be picking their child up. If they ring up during the school day, messages are sent to staff to alert them to a change in who is picking the child up.
- Site manager is available at the start and end of the school day to allow transport for some of our SEN children into our secure car park.
- We don't have designated pick up or drop off spaces outside of school but parents and carers are asked to park safely and courteously. There are regular reminders of this on school newsletters and on the school website.

WHAT SUPPORT IS OFFERED DURING BREAKS AND LUNCHTIMES?

- High numbers of staff on duty at breaktimes who can be approached by children at any time.
- All classes are assigned a TA or mid-day supervisor that accompanies them throughout lunchtime. If it is wet play, this same member of staff stays with the class to ensure consistency.
- We have our pastoral team available at lunchtimes to support children as needed.
- We have sports coaches available for 3 lunchtimes a week to provide sports activities.
- SLT timetable in place so there is always a member of the senior leadership team on duty.
- More vulnerable children are identified and support is given as required (vulnerable children might be identified as children with SEN, medical needs or for their social and emotional needs).
- Needs of more vulnerable children are shared with all staff, including mid-day supervisors.
- A member of staff from Ruby Class is available on the playground every breaktime and dinnertime.
- First Aiders are available every breaktime and dinnertime.

HOW DO YOU ENSURE MY SON/DAUGHTER STAYS SAFE OUTSIDE THE CLASSROOM (E.G. DURING PE LESSONS AND SCHOOL TRIPS)?

- Risks assessments are in place for all subjects taught in school and these are reviewed regularly.
- Risk assessments are completed for all school trips using Salford Evolve. Staff ratios are appropriate to the age and needs of the children and follow national guidelines. Before the trip commences, it is approved by the headteacher.
- Where appropriate, individual risk assessments are completed for specific children and where applicable, advice is sought from outside agencies e.g. occupational therapy.
- There is always a first aider available on all of our school trips. First aid kits are always taken on school trips.
- Itineraries and contact numbers for key staff are available on school trips.
- Children from our enhanced resource provision, attend school trips as all the other children do but with one to one support. The same applies for all of our children who have EHCPs.
- PE lessons are taught by trained members of staff. Each class is taught a PE lesson by one of our sports coaches at least once a week.
- PE lessons are always supervised and risk assessments are completed for individuals where necessary.
- Where children have additional needs, adaptations are made by teachers to ensure that all children are able to be fully included in their PE lessons.
- School PE apparatus is checked by an outside agency on a regular basis.
- We complete a comprehensive health and safety review in line with the LA's policy.

WHAT ARE THE SCHOOL ARRANGEMENTS FOR UNDERTAKING RISK ASSESSMENTS?

- All of our school polices are in line with Salford LA's policies.
- We use Salford Evolve for all offsite school trips.
- We adhere to staff to pupil ratios in line with the LA's policy but where we deem there are additional needs, more staff are provided to ensure the safety of all.

WHERE CAN PARENTS FIND DETAILS OF POLICIES ON BULLYING?

- Our anti-bullying policy can be found on our school website, alternatively hard copies are available upon request from the school office.

HEALTH (INCLUDING EMOTIONAL HEALTH AND WELLBEING)

WHAT IS THE SCHOOL'S POLICY ON ADMINISTERING MEDICATION?

- We have a school policy on administrating medication that has been ratified and agreed by governors.
- All medication which has been prescribed by a doctor and has the child's name clearly displayed can be administered in school once parents have completed the relevant paperwork at the school office.
- Medication is stored in a secure cupboard in the school office or fridge when required.
- Children who require long term medical care will have a health care plan completed by the SENCO in conjunction with parents/ carers.

HOW DO YOU WORK WITH THE FAMILY TO DRAW UP A CARE PLAN AND ENSURE THAT ALL RELEVANT STAFF ARE AWARE OF THE PLAN?

- SENCO will hold a meeting with parents/ carers along with any other professionals who are involved with the pupil to write the care plan jointly.
- Care plan is then shared with all staff via weekly briefings and is then emailed out to all staff.
- Printed copies of the care plan are available in school office, SLT office and each of the children's classrooms.
- Care plan is monitored closely by SENCO and class teacher and amendments are made as needed. Parents/ carers are informed of any adjustments to the care plan.

WHAT WOULD THE SCHOOL DO IN THE CASE OF A MEDICAL EMERGENCY?

- Follow Salford's health and safety procedures for a medical emergency.
- Call 999
- Contact qualified first aider.
- Refer to an individual's medical records that are kept in the school office.
- Contact parent/ carer
- In the absence of a parent or carer, accompany the child to the hospital.

HOW DO YOU ENSURE THAT STAFF ARE TRAINED/ QUALIFIED TO DEAL WITH A CHILD'S PARTICULAR NEEDS?

- All staff receive training on Safeguarding/ Child Protection in line with Salford LA's policy.
- Relevant staff undertake external courses provided by the LA and private companies.
- Relevant staff are trained on CAF completion and other relevant documents, i.e. RIATs, EWO referrals etc.
- Training by outside professionals for ASD, ADHD, EAL, etc.
- First Aid is renewed for staff members as they expire.
- Relevant staff receive training for asthma, using an epi pen and diabetes.

WHICH HEALTH OR THERAPY SERVICES CAN CHILDREN ACCESS ON A SCHOOL PREMISES?

- We have a school nurse who is in regular contact with school, including attending meeting where appropriate. Referrals to the school nurse can be made by the SENCO or headteacher.

- The following services can be provided on the school site – school nurse, speech and language, occupational health, physiotherapy, learning support service, educational psychology.

COMMUNICATION WITH PARENTS

HOW DO YOU ENSURE THAT PARENTS KNOW "WHO'S WHO" AND WHO THEY CAN CONTACT IF THEY HAVE ANY CONCERNS ABOUT THEIR CHILD/ YOUNG PERSON?

- Home visits are carried out by a member of SLT and the child's class teacher for all new children starting at Brentnall.
- An induction pack is completed during the home visit to gather key information about the child/ children.
- An induction pack is given to all new nursery and reception children prior to them starting.
- Parents/ carers are invited for a tour of the school prior to their child/ children starting at Brentnall.
- Support is offered from a member of staff from the school office to complete the paperwork that is required for new starters.
- The school website provides a wealth of information, staff names and roles and contact details of the school office, headteacher and SENCO.
- SLT present at the front of school each morning and afternoon.
- Teachers greet their class each morning and afternoon and are available by appointment to discuss any concerns they might have about their child.
- Parents are invited to our PACT (parent and children together) afternoons where parents are invited into their child's class to work alongside their child on set tasks/ learning. This is a good opportunity to get to know school staff.

DO PARENTS HAVE TO MAKE AN APPOINTMENT TO MEET WITH STAFF OR DO YOU HAVE AN OPEN DOOR POLICY?

- Brentnall operates an open door policy if their wish is to speak to a member of staff but an appointment will be made if they request to speak to the class teacher, due to their teaching commitment.
- All parents are dealt with as swiftly as possible, usually on the same day.
- SLT present at the front of school each morning and afternoon.
- Teachers greet their class each morning and afternoon and are available for informal conversations during this time but where a longer conversation is required, a further appointment is made.

HOW DO YOU KEEP PARENTS UPDATED WITH THEIR CHILD/YOUNG PERSON'S PROGRESS?

- Celebration assemblies every Friday
- Two parents' evenings each year
- Each child gets an annual written report at the end of the summer term.
- Meetings with parents take place as appropriate.
- Phone calls and letters home are also used to communicate with parents/ carers.
- SLT present at the front of school each morning and afternoon.
- Teachers greeting children and parents each morning and seeing the children out each day.
- PACT (parent and children together) afternoons for all classes nursery to year 6 once a half term where parents are invited into their child's class to work alongside their child on set tasks/ learning.
- Annual reviews for children with EHCPs or more frequently if necessary.
- Transition reviews are held to ensure that the child's next stage in education is well planned and prepared for.
- SENCO holds regular meetings with parents of SEN children experiencing specific difficulties.
- Meetings with outside agencies take place as needed and parents are invited to attend.
- Parents and carers are encouraged to be fully involved in their child's learning and progress throughout the school year.

DO YOU OFFER OPEN DAYS?

- We invite parents in for our PACT (parent and children together) afternoons which take place once a half term for all classes. Parents are invited into their child's class to work alongside their child on set tasks/ learning.

HOW CAN PARENTS GIVE FEEDBACK TO THE SCHOOL?

- Via appointment with the headteacher
- Via appointment with a member of SLT
- Via appointment with class teacher
- SEN multi-agency meetings or annual reviews for those children with EHCPs
- Via email
- Via telephone conversations
- Children in our enhanced resource provision have a 'home-school' diary which is used to exchange messages between home and school.

WORKING TOGETHER

DO YOU HAVE HOME/SCHOOL CONTRACTS?

- Yes – our home school agreement is sent out at the start of each school year and a copy is printed in the children's school diaries.

WHAT OPPORTUNITIES DO YOU OFFER FOR PUPILS TO HAVE THEIR SAY (E.G SCHOOL COUNCIL)?

- Pupil Voice for all classes
- Head Boy / Head Girl
- Deputy Head Boy / Deputy Head Girl
- School Council
- Eco Council meetings
- Pastoral team available for children to talk to

WHAT OPPORTUNITIES ARE THERE FOR PARENTS TO HAVE THEIR SAY ABOUT THEIR SON/ DAUGHTER'S EDUCATION?

- Parents' evenings twice a year
- SEN review meetings
- Having an open door policy
- Arranging meetings with class teachers
- Arranging meeting with SLT/ headteacher

WHAT OPPORTUNITIES ARE THERE FOR PARENTS TO GET INVOLVED IN THE SCHOOL OR BECOME SCHOOL GOVERNORS?

- When there is a vacancy for a parent governor, a letter is sent to all parents and they are invited to apply.
- Parents/ carers are welcome to approach SLT to volunteer in school.
- Parents/ carers are encouraged to support school events such as our Christmas fair or summer fair.
- Where possible and appropriate, parents/ carers are invited on school trips.

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)?

- The Governing Body has a designated SEN governor – Joseph Donnelly
- Governors are updated in line with SEN procedures and are aware of agencies involved with school.
- SENCO provides termly updates for The Governing Body via the Headteacher's report.

WHAT HELP AND SUPPORT IS AVAILABLE FOR THE FAMILY

DO YOU OFFER HELP WITH COMPLETING FORMS AND PAPERWORK? IF YES, WHO NORMALLY PROVIDES THIS HELP AND HOW WOULD PARENTS ACCESS THIS?

- We have several members of staff available to support families filling in paperwork including our headteacher, deputy headteacher, one of our assistant headteachers, a member of staff from our pastoral team or a member of staff from our school office.
- SIASS can be contacted to support families.
- We can book translators to support EAL families with paperwork.
- Our SENCO is available to support filling in SEN paperwork.

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?

- Class teachers, SENCO and Head teacher can all offer relevant guidance on the support families need.
- Families are directed to appropriate agencies, charities or organisations to meet their needs. e.g. local food banks or charities to support families with children who have SEN.
- Our pastoral team, including our SENCO, are available to support families with issues such as housing, benefit advice and home support.

HOW DOES THE SCHOOL HELP PARENTS WITH TRAVEL PLANS TO GET THEIR SON/ DAUGHTER TO AND FROM SCHOOL?

- For children who require transport from the LA, school will liaise with the council and parents.
- We will support our families to access temporary transport funding so they can attend school.
- In extreme cases, we can pick up/ drop off children for a limited period of time.

TRANSITION FROM PRIMARY SCHOOL AND SCHOOL LEAVERS

WHAT SUPPORT DOES THE SCHOOL OFFER FOR PUPILS COMING TO THE SCHOOL OR CHANGING CLASSES (E.G. VISITS TO THE SCHOOL, BUDDYING)?

- Staff from high schools visit Brentnall to speak to pupils in Year 6 and gather information from the class teacher and SENCO for those children with additional needs.
- Year 6 pupils visit their new high school on several occasions during Year 6.
- Extra visits planned for Year 6 leavers with additional needs.
- Year 5 pupils are encouraged to visit different high schools through open days and evenings to help them make an informed decision about where they would like to go.
- SLT and the child's class teacher complete a home visit before any new child starts at Brentnall.
- Before new pupils start at Brentnall, parents and children are encouraged to come and have a tour of the school and meet their new class teacher.

- New pupils are buddied up with pupils from their class to help settle them into routines and identifying where places are. For EAL pupils, every effort is made to buddy them up with a child who speaks the same home language as they do.
- New nursery children are given summer visits to the school before they start in the September so that they can visit their new setting and meet other children.
- A full transition plan is put into place for any child transitioning into our enhanced resource provision.
- For children who are known to Salford's SEN team, the school SENCO will liaise with SEN to ensure the transition plan is appropriate.
- Transition between classes is closely monitored and time is given to ensure that staff receive a detailed handover.
- We have 'Meet the Teacher' mornings where children meet their new class teacher and spend time in their new classroom.
- A member of the wider leadership team is responsible for transition across school.

EXTRA CURRICULAR ACTIVITIES

DO YOU OFFER SCHOOL HOLIDAY AND/OR BEFORE AND AFTER SCHOOL PROVISION? IF YES, PLEASE GIVE DETAILS.

- We offer breakfast club for children from reception to year 6 for £1 a day (8am - 8.50am)
- 3 days a week we have sports activities ran by one of our sports coaches for £1 a day (8am - 8.50am)
- We offer a variety of after school clubs including relaxing colouring, gardening and film club. Most clubs are free of charge but some clubs are chargeable such as horse riding, trampolining and clubs ran by our one of our sports coaches.
- We offer an after school club that cares for children in reception to year 6 until 5.15pm.

WHAT LUNCHTIME OR AFTER SCHOOL ACTIVITIES DO YOU OFFER? DO PARENTS HAVE TO PAY FOR THESE AND IS SO, HOW MUCH?

- We offer a wide range of clubs which run before school, at lunchtime and after school.
- Clubs are aimed at specific year groups, please see our newsletter with the most up to date information.
- Clubs are paid for on ParentPay.

HOW DO YOU MAKE SURE CLUBS, ACTIVITIES AND RESIDENTIAL TRIPS ARE INCLUSIVE?

- Risk assessments are completed for individual children, where appropriate.
- Parents are consulted and parents are offered a place to accompany their child if needed.
- Trained is provided for staff if required.
- Pupils who require additional support are provided 1:1 as are all children with an EHCP.
- Prior to booking a trip, staff ensure that the venue will be suited to the needs of all children visiting.
- Costs of school trips are subsidised by school to keep costs for parents to a minimum.

HOW DO YOU HELP CHILDREN AND YOUNG PEOPLE MAKE FRIENDS?

- One of our school values is respect and we ensure that everyone is treated with respect. This ethos is modelled by staff and pupils.
- We put a lot of emphasis on developing the whole child which includes spiritually, morally, socially and emotionally.
- We celebrate themes throughout the school year e.g. anti-bullying week and Black History Month.
- We are currently working on becoming a 'School of Sanctuary.'
- We have a pastoral team to support social skills.