



Local Offer: What can Higher Openshaw Community School offer your child?

Teaching and Learning

- **What additional support can we provide in the classroom?**

At Higher Openshaw Community School we have a qualified Teaching Assistant allocated to each classroom. Our teaching assistants can offer:

Small group support

1:1 Support

5 minute box intervention

Better Reading Programme Support

Lexia Intervention

Early Literacy Support

WellComm Assessments and Intervention

Phonic Intervention

We also have a reading intervention teacher, Viki Parker, who leads our Lexia intervention.

- **What provision do we offer to facilitate access to the curriculum and to develop independent learning?**

At Higher Openshaw Community School, we access a wide range of provision through external agencies, who are able to advise and support our staff in enabling all children to access the curriculum and develop independent learning. They are:

Place2Be

Educational Psychology

Assistant Educational Psychologist (one year pilot scheme – continuing into 2017/18 academic year)

Sure Start

Links with pre-school settings

Link Speech and Language Therapy
Additional Speech and Language Therapy support (2017/18 academic year)
Specific Language Impairment Team
Outreach – Grange & Bridgelea
CAMHS
School Nurse
Lancasterian
Afruka
Big Manchester
Occupational Therapy
Bike Ability
Wright Robinson Links
Pobble
Art Exhibition
Author/Drama Workshops
Quantum Theatre
E-Safety Workshops
Road Safety

- **Staff specialisms/expertise around SEN or disability**

Staff at Higher Openshaw Community School have completed a range of training opportunities, including:

Autism Spectrum Disorder - Level One (To be completed 2017/18 academic year)

Boxall Profile

Lego Therapy

ePEP

WELLCOMM

Lexia

5 minute boxes

Better Reading Programme

Speech and Language Training

Elective Mutism Training
NASEN award (SENDCo)
Attachment and Trauma
Positive Behaviour Management and Positive Adult Language (delivered by Bridgelea PRU)
Primary Peer Listening
Learning to Listen
Emotional Validation (2017/18 academic year)

- **What ongoing support and development is in place for staff regards supporting children and young people with SEN?**
Our staff have access to a range of support in developing their provision for children with Special Educational Needs, including:
Matching Provision to Need Tool
SENDCo Drop In Surgery
Quality First Teaching Toolkit
Outreach Support
Educational Psychology Support
Speech & Language Therapy Support
Teacher surgery sessions with external agencies
We also hold regular CPD opportunities through inset and external training providers.
- **What arrangements are made for reasonable adjustments and support to the child during tests and SATs?**
We have previously used scribes to meet individual children's needs. Other support tools we have accessed are:
Coloured overlays.
Extended time.
Quiet areas.

Notes

ASD Level One Whole School Training – to be booked for 2017/2018 school year, will be delivered over four twilight sessions. This is a fully certificated qualification which will enable staff to develop their understanding of autistic spectrum disorder, and how best to support children in their classroom.

2016/2017 – This year we are taking part in Catalyst's Assistant Educational Psychology pilot scheme. Our Assistant EP, Kerry Brown, will assist our school in developing intervention programmes to support the needs of our children, based on the recommendations made by Paula Muir, our link Educational Psychology. The effectiveness of the pilot will be reviewed at the end of the academic year. Updated 19/06/2017 – effectiveness of intervention reviewed and minuted at SLT meeting – decision made to continue the Assistant EP scheme next academic year

Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
Child Centred Approach to celebrate achievement and plan next steps
All relevant agencies invited
Children provide their own invitation to parents and produce a short presentation around their achievements
- What arrangements are in place for children with other SEN support needs?
Child Centred Approach to celebrate achievement and plan next steps
Regular meetings with SENDCo
Regular meetings with external agencies

Notes

Review meetings take place in school, with representatives from all agencies involved present (or a report sent prior to the meeting). Your child will invite you to the meeting, and share a short presentation with you, celebrating their achievements. There is then a discussion to plan the next steps in support.

Keeping Children Safe

- **How and when will a risk assessment be done? Who will carry out the risk assessment?**
At Higher Openshaw Community School we have an allocated Health and Safety Officer. We also have regular staff briefings to discuss potential risk factors.
Health and Safety Officer conducts regular risk assessments (reviews yearly?).
Individual risk assessments for visits/trips
Personalised risk assessments linked to Individual Behaviour Plans
- **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?**
Children walking to and from school alone
'There is no law prohibiting children from being out on their own at any age. It is a matter of judgement for parents to decide when children can play out on their own, walk to the shops or school' (Is it legal – A parent's guide to the law (June 2011)). However, it is an offence to leave a child alone if it places them at risk.
The NSPCC advises the following
Children under 8 should not be outdoors for a considerable length of time unaccompanied
Children under the age of 12 should not be home alone for more than a very short period of time.
The Royal Society for the prevention of Accidents and the NSPCC recommend that *'no one under 16 should be left to care for a younger child.'*
The school appreciates that as children mature and become older they start to develop more independence and this may include starting to walk part of or completely to and from school without their parents/carer. This is most common with children in Year 6. The school expects parents to be mindful of road safety, weather conditions and seasonal variation (e.g. darker evenings/mornings) in making their decisions about their child's journey to and from school.
Our guidelines are:
KSI Parent or nominated adult to collect child, seen by Teacher.
Key Stage Two children can leave independently.
Parents can leave messages via office and all teachers are available before and after school

There is no designated parking for pick-ups and drop offs, and we ask parents to respect our parking restrictions around the school.

- **What arrangements will be made to supervise a child during breaks and lunchtimes?**

Risk Assessments have been carried out and work has been undertaken to ensure all grounds are secure (Summer 2015).

Staff ratio addressed for outdoor supervision.

Lunchtime organiser employed to supervise children over the lunch period.

School teaching staff timetabled for extra lunchtime supervision

Identified children with 1:1 support have continued support through breaks and lunchtimes where necessary

- **How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)**

At Higher Openshaw Community School, we are committed to keeping our children safe when they are in our care, both inside and outside of the classroom. We do this by:

Regular risk Assessments

Staff Ratios

All Staff DBS

Trips checked beforehand

Appropriate Clothing/Equipment used

First Aid Training

- **Where can parents find details of policies on bullying?**

We have a bullying policy in school which is accessible to parents on our school website. Our policy includes details on cyber bullying.

This is also available on request at the school office.

Notes

Health (including Emotional Health and Wellbeing)

- **What is the school's policy on administering medication?**
If your child requires medication, we will work with you, alongside health care professionals, to create a health and care plan. For full information, please see our medical policy
- **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**
Individual Health Care Plan drawn up with nominated person in school, parent, school nurse, child if appropriate. These are then:
 - Shared with appropriate staff.
 - Identification Badges are worn (where appropriate)
 - File for before and after school clubs.
 - Children highlighted to all staff at half termly staff meetings
 - Photos in kitchen with dietary information
- **What would the school do in the case of a medical emergency**
 - Refer child to nominated first aiders
 - Call Parents
 - Call emergency services as needed
- **How do you ensure that staff are trained/qualified to deal with a child's particular needs?**
At Higher Openshaw Community School, child safety is paramount. We ensure that staff are:
 - Appropriately trained
 - Sharing information at staff meetings
- **Which health or therapy services can children access on school premises?**
We can access a variety of health and therapy services. These include:

Place2Be
School Nurse
Speech and Language
Occupational Therapy
Music Therapy
Lego Therapy
CAMHS
Psychology Services

Notes

We are currently reviewing our provision for children with social, emotional and mental health needs. As part of this, we are liaising with Place2Be, a service that provides early intervention through counselling. They work with children in primary schools at a vital stage of their development. They can offer support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching. They also offer support for school staff and parents.

Updated 19/06/2017 – Place2Be are now working with Higher Openshaw Community School to provide support through one to one, and drop in therapy sessions (from 5th June 2017). Our School Project Manager, Zara Winstanley, is available to speak to in school Tuesday-Friday weekly. Please see school website for further information.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child?
This information is provided to parents at the beginning of each academic year, and on intake. It is also available on:
Our School Website
“Meet Our Staff” board in foyer (September 2016)
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?

At Higher Openshaw we have an Open Door Policy, where parents can speak to staff before and after school as necessary. For any longer or more in-depth discussions, appointments can be made via office

- **How do you keep parents updated with their child's progress?**

At Higher Openshaw Community School we believe in keeping parents as fully informed about their child's education as possible. We do this through:

Parents Evenings

Termly Progress Reports

Annual Review Meetings

TAC Meetings

Phone Calls

Chance meetings

Letters

- **Do you offer Open Days?**

We do not currently have a set Open Day, however, parents are invited to join us in school for:

Coffee Mornings

Curricular events

Transition Meetings

Stay and Play

Class Assemblies

- **How can parents give feedback to the school?**

Parent voice is important to us. We aim to gather as much feedback as possible through:

PTA Meetings

Governors Meetings

Parent Questionnaires

Parent Surveys (accessible on Parent's Evenings)

Coffee Mornings

Class Dojos

Twitter

Notes

We are establishing a PTA during this academic year (2017/18) to gain further feedback from our parent voice.

Working Together

- **Do you have home/school contracts?**

Yes we do. We believe creating a good relationship between parents and school staff is fundamental in best supporting our children. Our home/school contracts are distributed on admission to school – this has recently been revised and signed by school (Head-teacher), parent and child

- **What opportunities do you offer for children to have their say? e.g. school council**

Pupil voice is important to us. Children can have their say through:

School Council

Key Stage Assemblies

Student Questionnaire

Pupil Voice Activities

Twitter

- **What opportunities are there for parents to have their say about their child's education?**

Planned Coffee Morning for Policies

Parent Questionnaires

Coffee Mornings

Class Dojos

Twitter

Reading records

TAC meetings

Parents evenings

Open door policy

- **What opportunities are there for parents to get involved in the life of the school or become school governors?**

We are re-structuring our Governing Body this academic year. There will be an Election Process (Sept 2016) for the position of parent governor.
Assembly of a PTA (Sept/Oct 2017)

- **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)**

In our school we have a governor who is responsible for special educational needs. Their job is to meet with the SENDCo regularly. In these meetings the SEN Governor makes sure that children and families are being supported by the right services from in and outside of school. The SEN Governor may also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition the Head teacher and SENDCo have to give a report to the SEN Governor twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

Notes

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?**

Yes, we can offer support in completing forms and paperwork. This will be provided by:

Family Support Worker

SENDCo.

Class Teacher will support with applications if appropriate

We can also refer parents to Manchester's Information and Advice Service, who can provide impartial advice for parents. We can also refer to the Earl Help Hubs when necessary.

- **What information, advice and guidance can parents access through the school? Who normally provides this help and how**

would parents access this?

All relevant policies available on our school website. Should you require any that are not available, please ask at the office.

Handbooks

Leaflets

Referrals to other agencies

AFRUKA

SENDCo, class teacher, parent liaison officer (once appointed), admin staff

- How does the school help parents with travel plans to get their child to and from school?

Road Safety Workshops

Bike Ability Workshops

Notes

*To be appointed 2016/17 academic year – Updated – Kelly Hutchinson, our Family Support Worker, is available by drop in and appointment Monday-Friday. Please see website for further information.

Transition to High School

- **What support does the school offer around transition?** (e.g. visits to the high school, buddying)

Transition Meetings for all pupils with relevant staff from high schools

Visits (Transition Days)

Curriculum links throughout upper KS2

Key staff are invited to TAC meetings before transition for children who may require a more individualised transition programme.

Internal transition days within year groups for all children

Individual internal transition sessions, planned in collaboration with external agencies

Individual Meetings with High School SENDCo's for children on the Special Educational Needs Register

Stay and Play sessions in Foundation One

Transition Meetings with Pre-School Settings

Parent Meetings with new Foundation Intake

Stay and Play and Parent Meeting for new children to Foundation Two

Notes

As a school we work closely with Wright Robinson High School, who invite our Year Five children to take part in many activity days, including Super Learning Days, Celebratory Activities (Road to Rio 2016), and Performance Dress Rehearsals.

Extra Curricular Activities

- **Do you offer school holiday and/or before and after school childcare? If yes, please give details.**
Higher Openshaw Community school offer a paid, wrap around childcare service, comprising of breakfast and after school club. If you require any further information about this, please speak to a member of our administration team.
Children are also welcome to join our Extra Curricular Clubs. Timetables for these will be distributed on a half termly basis.
- **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**
Breakfast Club - £3
After School Club - £6 (3 hours)
Free extra-curricular activities include:
Football
Basketball
Tennis
Drama
School Newspaper
Gardening
Cooking
City in the Community Health Living
(subsequent to change on a termly basis)
- **How do you make sure clubs and activities are inclusive?**
Children's individual One Page Profile shared with staff delivering activities to ensure they have a full understanding of the child's need
Staffing ratios can be altered to support individual needs
Parents are encouraged to send children where appropriate
- **How do you help children to make friends?**
Buddy Benches
SEAL activities/Circle times
Assemblies
Shared class activities (reading with younger children etc)

Notes

