

Local Offer: Template for Schools/Academies

The SEND Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENDCO and a link to the Local Authority's Local Offer. We are currently working on the LA's Local Offer and we will advise you of our website link in due course.

This template has been designed by a working group of schools in Salford to help you to pull together information so that children and young people with Special Educational Needs (SEND) or disabilities and their parents/carers know what support they can expect if they attend your school/academy. You do not have to use this template but we hope that you find it useful.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. It would also be good practice to consult your own pupils, parents about what to include in your Local Offer. One Salford school has already trialled the development of their local offer and their completed document is attached as an example. The Senior Leader for Special Educational Needs led on this piece of work and was supported by the SENDCo and other staff.

A stakeholder group of pupils, parents, staff and governors provided a useful consultation group for the school

When you have completed your Local Offer, please could you complete the following details and return the document by email to Children.families@salford.gov.uk.

School/Academy Name	St. Ambrose Barlow RC High School
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Name and contact details of your school's SENCo	Gareth Jones G.jones@salford.gov.uk 0161 921 1570 0161 921 1259
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy

Name of Person/Job Title	Dawn Johnson, Senior Assistant Headteacher		
Contact telephone number	0161 921 1570	Email	Dawn.Johnson@salford.gov.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer webpages. For reasons of confidentiality, please do not include a child/young person's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Or

I confirm that the Local Offer will be published on _____ (please give date)

Please give the URL for the direct link to your school's Local Offer	355 5400		
Name	Mr B Davis	Date	15.09.24

Please return the completed form and the Local Offer document by email to: Children.families@salford.gov.uk

Local Offer: Guidance for High Schools/Academies – Example below.

Teaching and Learning
<ol style="list-style-type: none">1. What additional support can be provided in the classroom?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)3. Staff specialisms/expertise around SEND or disability4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?6. How do you share educational progress and outcomes with parents?7. What external teaching and learning do you offer?8. What arrangements are in place to ensure that support is maintained in "off site provision"?9. What work experience opportunities do you offer?
Teaching and Learning

<p>1. What additional support can be provided in the classroom?</p>	<p>The inclusive nature of our school is reflected in our 'Dyslexia Friendly Schools' award.</p> <p>St. Ambrose Barlow School has a very strong philosophy of responding to need with specific, purposeful interventions and challenge. We believe in inclusive classroom practice which ensures that every pupil, whatever the need or barrier to learning, has every opportunity to reach his or her potential in all areas.</p> <ul style="list-style-type: none"> • Differentiation of lesson content, delivery, resources, intervention, and support. • Teaching Assistant directed and targeted support in all subjects including PE and other practical subjects. • Small class sizes, allowing for more differentiated groups • Support staff who are trained to a high level in a range of subjects and support strategies, including ADHD, phonics, speech, language and communication, behavioural strategies, ASC, Maths, English and other subject specific training. • A range of additional resources to remove barriers to learning and reinforce/support subject-based skills and learning. • Staff expertise through training on the four areas of need for all staff. • Appropriate Seating, lighting, and provision of resources in response to need. • Help boxes are provided in every class that contain coloured overlays, high frequency words, task plans, sentence starters etc. • Collaborative learning and peer support. • Subject specific vocabulary lists and staff trained in phonic acquisition.
<p>2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)</p>	<ul style="list-style-type: none"> • Reasonable adjustments made in the classroom are carried through in extracurricular activities and extended services. • Learning activities are differentiated where needed and additional resources are available to support the independent learning of SEND pupils.

	<ul style="list-style-type: none"> • Morning and after school support clubs are in place to help with reading, spelling, handwriting, numeracy, organisation, and social skills for year 7 and year 8 pupils, who are identified as needing additional support and challenges in school to further develop independent learning throughout the curriculum. • SEMH Workshops on coping strategies to develop self-awareness and strategies to support self-care and resilience. • Independent learning is promoted through the acquisition of specific resources in addition to selective workshops and courses delivered by teaching staff, therapeutic practitioners, creative and sports practitioners from other industries. We balance targeted support with guidance and encouragement for the promotion of independent learning and life skills. Study skills and work around 'resilience' are embedded in the curriculum. • All staff in school set high expectations and provide opportunities for all to achieve, staff take account of legislation requiring equal opportunities and take specific action to create effective learning environments, secure pupils' motivation, use appropriate assessment and set learning challenges to inspire and inform excellent progress. • Individual subjects offer a variety of bespoke opportunities both in and out of the classroom. • Specialist SEMH space for pupils to access (Compass Centre). • Enhanced Resource Provision for pupils with ASC (Francis Centre). • Nurture group for year 7 pupils.
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • The school offers therapeutic support and counselling from an experienced counselling practitioner, this support includes targeted therapeutic activities for groups and individuals where there is appropriate need. Pupils' wellbeing is of paramount importance and underpins the positive experiences and sense of achievement and happiness which we foster in our pupils. • The SEND Department staff are an experienced and highly trained and qualified in supporting pupils with additional needs. We have worked extensively with training partners as well as school's EP and SEND

	<p>professionals to complete training courses on SEMH, Dyslexia, ASC support, Speech and Language, Literacy, Numeracy, Pastoral Care, and many others.</p> <ul style="list-style-type: none"> • Teachers and practitioners have sufficient knowledge of dyslexia friendly strategies to include all pupils through differentiation of tasks and outcomes – all staff have attended inset training on more than one occasion as well as training from the SENDCo and SEND consultants re: Dyslexia and Inclusion. Teachers and TAs have up to date and accessible information about strategies to support our identified pupils across the 4 areas of need. • All members of our school teaching community recognise their role as teachers and practitioners of learners with SEND. Each takes personal responsibility for planning and delivering classroom teaching and support which involves planning for individual needs. • A team of SEMH trained staff help to support colleagues through Reduced, Anxiety, Management, Plans (RAMP) meetings. • The SEMH team have been trained to deliver CBT sessions by the Educational Psychologist. • We have ELKLAN trained TAs to deliver Speech and Language Sessions. • Catch up numeracy programs are in place. • Thinking and Reading trained TAs are in place to deliver specialised literacy support. • Handwriting support is also available.
<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEND?</p>	<p>The strategic and operational systems in place for SEND Support are well established and robust. Staff development is ongoing.</p> <p>The support for staff from the SENDCo and SEND Dept includes:</p> <ul style="list-style-type: none"> • Pupils’ SEND EHCP to include a coordinated response outlining strategies and support in class where appropriate. • Detailed learning plans for pupils on the SEND list are created to provide support strategies for staff to utilise in the classroom. • RAMP/TAF meetings take place for targeted pupils to discuss a consistent approach from all staff when supporting pupils with SEND. • Staff are invited to attend ASSESS-PLAN-DO-REVIEW cycle meetings, where pupils needs are discussed and specific action plans are created.

	<ul style="list-style-type: none"> • Effective and clear communication between the SEND Department and whole school through weekly briefings and SEND rep meetings • Induction meetings for new staff re: the SEND systems and support available. • A school ethos which reflects the CoP that all teachers are teachers of SEND pupils and have a shared responsibility to meet pupils' needs through adaptation, challenge, awareness, inspiration, and a collaborative approach for success • An approachable, helpful SEND Department which responds to need and supports individual staff with provision and training • Departmental training around the needs of pupils or general areas of SEND • Whole school training and support in place for staff on an ongoing basis, this includes ASC, SEMH, Speech and Language, Dyslexia. • Development groups run by the SENDCo which cover all areas of SEND • Help and advice from other professionals within the local authority and from other schools re: aspects of inclusion. • Whole school resources to support and develop literacy and numeracy.
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>School ensures that Exam Access Arrangements are in place for pupils where there is a need to 'remove any disadvantage or barrier' to equality of access. This includes assessments by the Inclusion Team and referrals to examination boards. Initial referrals can be made by any staff if they have a concern about a pupil's ability to access the curriculum and therefore complete examinations with equality of opportunity.</p> <p>Access Arrangements replicate the way in which a pupil normally works in class, and fully reflect an established need. Access Arrangements do not offer an advantage to any pupil, and are only put into place when there is a clear and established barrier to learning which can be evidenced through assessment and intervention in usual working practice, for example:</p> <ul style="list-style-type: none"> - additional time - use of a reader - scribe

	<ul style="list-style-type: none"> - prompt - rest breaks - practical assistance for a physical disability <p>Additional support to pupils during exams includes the availability of support from the school’s counsellor/therapeutic worker, revision classes, support and advice for parents, additional pastoral support, guidance with revision techniques and additional help from TAs in small groups where appropriate.</p> <p>All staff are aware of the individual needs of students and their provision.</p> <ul style="list-style-type: none"> - Annual Reviews of SEND /EHCP - Interim reviews - open evenings - one to one discussion with the SENDCo and Head of year
<p>7. What external teaching and learning do you offer?</p>	<p>School trips and visits related to the curriculum and additional learning experiences are an integral part of school provision.</p> <p>Access to Alternative provision for targeted pupils.</p>
<p>8. What arrangements are in place to ensure that support is maintained in "off-site provision"?</p>	<p>Curriculum based off site teaching and learning provision includes additional support to meet the needs of pupils with SEND. This includes differentiation with intervention from TA’s or other additional adults where appropriate. Regular reviews and visits take place to ensure pupils make progress in alternative provision.</p>
<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> - World of Work Day - Financial literacy days - Mock interviews - Support from career advisor including attendance at SEND Annual Reviews in years 9 to 11.

Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEND support needs? 	
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with and Education, Health and Care (EHC) Plans? 	<p>School holds annual and interim reviews of SEND for pupils with an (EHC) Plan and school support (additional provision/advice). Review meetings are planned in collaboration with teaching staff and TAs as detailed information re: pupils' progress is provided; this includes current levels and target grades. Information also specifically refers to needs outlined in pupils' EHC Plans.</p> <p>Annual Reviews of SEND are attended by their Head of Year, health professionals and social services where appropriate as well as teaching assistants and our Careers Adviser. There is a forum for parents, support staff and the young person to openly discuss progress and provision with a particular reference to the EHC Plan. Staff attending the review work closely with the young person involved and are able to contribute and share information. Reviews are positive and informative, reflecting the changing needs and subsequent provision for our pupils. EHC review meetings can take place virtually or off site if this is appropriate for the parents/carers.</p>
<ol style="list-style-type: none"> 2. What arrangements are in place for children with other SEN support needs 	<p>Pupils with other SEND support needs have one page profiles or Learning plans, which are distributed to their teachers and support staff. These include information about the young person's additional needs as well as his or her provision requirements. Any concerns from staff are passed on to the SENDCo who oversees and coordinates support.</p> <p>Learning plans are kept under review and regular TAF meetings take place at least every 6 weeks for some pupils. All updates are shared with subject teachers and meetings are recorded on Synergy for staff to access.</p>

Keeping Children Safe	
<ol style="list-style-type: none"> 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? 2. What support is offered during breaks and lunchtimes? 3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) 4. What are the school arrangements for undertaking risk assessments? 5. Where can parents find details of policies on bullying? 	
Keeping Children Safe	
<ol style="list-style-type: none"> 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>At the start of the school day the SEND Department runs a number of support groups for pupils with additional needs. Handover time is available if parents of a pupil with severe needs wish to speak to a member of the SEND Department staff re: new information pertaining to his/her child's needs. In addition to this, Student Services staff are available to support with any handover arrangements.</p> <p>The school has disabled parking spaces as well as areas for pupils with mobility needs to be dropped off and picked up outside of the reception entrance.</p>
<ol style="list-style-type: none"> 2. What support is offered during breaks and lunchtimes? 	<p>The SEND Department can support some pupils during break times. There is support for pupils who need supervision where an EHCP outlines this provision. Some lunchtime support groups take place, including an intervention 'booster classes' for core subjects, 'games clubs' for years 7 and 8 and a variety of sports activities within the PE department. If a pupil has mobility difficulties which prevent them from going outside, then they are able to stay with their peers within a supervised area of the school. The PE department provide lunch time opportunities for pupils to use facilities. The school is DDA compliant.</p> <p>The SEND department provide break and lunch time clubs via the nurture area.</p> <p>There are SEMH clubs at break and lunch time for vulnerable pupils. The sensory area is also open for pupils to attend.</p>

<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<p>All health and safety procedures are followed for PE lessons and school trips, this includes staff: pupil ratios and additional adult supervision and support where needed and/or outlined in EHCP. For school trips, including residential TAs support pupils where needed. Risk assessments are always carried out and appropriate provision implemented.</p>
<p>4. What are the school arrangements for undertaking risk assessments?</p>	<p>Risk assessments are completed by in accordance with Salford LA guidelines and by completing evidence-based information on the LA's EVOLVE form. Pre visits assessments are carried out wherever appropriate, and Arrangements for SEND pupils are carefully planned and monitored. The school ensures that pupils with an EHCP of SEND have their needs met on all school visits and residential trips.</p>
<p>5. Where can parents find details of policies on bullying?</p>	<p>Policies can be found on the school website.</p>

Health (including Emotional Health and Wellbeing)	
<p>1. What is the school's policy on administering medication?</p> <p>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?</p> <p>3. What would the school do in the case of a medical emergency</p> <p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p> <p>Which health or therapy services can children access on school premises?</p>	
Health (including Emotional Health and Wellbeing)	
<p>1. What is the school's policy on administering medication?</p>	<p>School has a policy on medication administration, ratified and agreed by governors. All policies can be found on the schools' website.</p>
<p>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?</p>	<p>A meeting is held with the parent/carer, SLT, SENDCo, School Nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff in briefing and monitored by the SENDCo 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 SENDCo if they feel the plan needs to be amended.</p>
<p>3. What would the school do in the case of a medical emergency</p>	<p>Call 999</p> <p>Contact a qualified first aider</p> <p>Contact parent/carer, collect them or pay for a taxi if required In absence of parent/carer an experienced member of staff would accompany the pupil to the hospital</p> <p>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.</p>

<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>All staff are trained on Safeguarding/Child protection. All new staff are trained when first joining the school. Relevant staff undertake external courses provided by the LA and private companies. Relevant staff trained on how to use an epi pen Relevant staff all trained on TAF completion and other relevant documents. Training by outside professionals for ASC, ADHD, Dyslexia, etc.</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>School nurse 'drop in'. Pupils and their families have access to the schools' counsellor by appointment. There is an SEMH team that are trained to deliver CBT based programs. The CBT based programs cover bereavement, anxiety, anger management, low self-esteem. There is a designated school therapist in school. Pupils can access the sessions in a group/individual basis. A nurture group is provided in year 7 that follows the nurture UK framework.</p>

Communication with Parents

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?
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
3. How do you keep parents updated with their child/young person's progress?
4. Do you offer Open Days?
5. How can parents give feedback to the school?

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>Information is shared at the Year 7 New Intake Transition Evening. In addition, information is sent to all parents informing them who is their son/daughter’s form tutor, Head of House or Head of Year, and SENDCo in September.</p> <p>Information is also distributed at parents’ evenings and review days. Information is also available on the school website</p> <p>SENDCo gives their contact number to all parents who express a need to speak to her regularly and parents are told that they are welcome to ring/email regarding any concerns they may have.</p> <p>The SENDCo email is clear on the school website.</p> <p>Designated SEND mornings/evenings are made available for parents to attend.</p>
<p>2. Do parents have to make an appointment to meet with staff or do you have an Open-Door policy?</p>	<p>Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a specific teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible.</p>
<p>3. How do you keep parents updated with their child/young person’s progress?</p> <p>4. Do you offer Open Days?</p>	<p>Data explanation evening in Autumn term for new Y7 parents.</p> <p>Intervention evenings</p> <p>Parent’s evenings</p> <p>Review days</p> <p>Annual full School reports and termly progress reports sent home</p> <p>School diary</p> <p>Postcards are sent home</p> <p>Telephone calls</p> <p>Open evening takes place in September for potential Y7 pupils</p> <p>Coffee morning/afternoon/evening for SEND parents.</p> <p>Open morning for SEND parents.</p> <p>TAF meetings take place every 6-8 weeks for some SEND pupils</p>
<p>5. How can parents give feedback to the school</p>	<p>Via the Website – direct link to Ofsted</p> <p>Via questionnaires – available after events like parents’ evening and review day</p>

	<p>School diary</p> <p>Parental meetings</p> <p>Telephone calls, after parental meetings (SEND)</p> <p>Arrange to see staff at a mutually convenient time</p>
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Working Together

1. Do you have home/school contracts?
2. What opportunities do you offer for pupils to have their say? e.g. school council
3. What opportunities are there for parents to have their say about their son/daughter's education?
4. What opportunities are there for parents to get involved in the school or become school governors?
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)

Working Together

1. Do you have home/school contracts?	Yes, it can be found in the pupils' school diary and is signed by parents during the first week of term.
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>Student Council</p> <p>Departmental questionnaires</p> <p>PASS survey conducted annually</p> <p>Chaplaincy team</p> <p>Pupil voice forms part of departmental learning walks and reviews</p> <p>Staff interviews</p> <p>Review days</p> <p>Pupils' written responses to staff feedback</p>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parents Evenings</p> <p>Review meetings</p> <p>Questionnaires</p> <p>TAF meetings</p> <p>Parent view</p>

	Arranging a meeting with teacher Open mornings.
4. What opportunities are there for parents to get involved in the school or become school governors?	Invitation via letter when a vacancy becomes available.
5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)	Governor link to SEND (C Taylor) SENDCo attend Governor meetings Governor link to Pupil Welfare Governor attends behaviour panels Governors updated termly by Head Teachers report and subcommittee Meetings

What Help and Support is available for the Family?	
<ol style="list-style-type: none"> 1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 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? 3. How does the school help parents with travel plans to get their son/daughter to and from school? 	
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?	SENDco or Head of Year would arrange a meeting and offer help to complete all the necessary paperwork Parents are offered this service at a parental meeting or by phone. SENDco or Head of Year will also support parents to complete Early Helps, etc.
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?	A careers advisor will meet with pupil in Years 9, 10 and 11. (parents invited to attend) Careers advisor available on particular days in school. Careers notice board outside the coordinators classroom. Careers Coordinator provides the information and arranges meetings with school's career advisor

	<p>Careers Coordinator is a timetabled lesson in Year 9, pupils are shown how to access web based careers in and out of lessons.</p> <p>Focus day ran by external provider with volunteers from the world of work for each year group.</p> <p>Careers advisor attends all EHCP reviews from Year 9 and works closely with the SEND department and Head of Year.</p> <p>Careers advisor attends parents' evenings and options evening/events.</p>
<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>School Travel Plan in place and approved by Urban Vision, Salford City Council. The school has a dedicated bus service from Salford and the route and pricing of this service is published widely to parents.</p> <p>Every other bus service to the school is published on the school website, in newsletters, parental booklets, open evening booklets, transition evening correspondence. Presentations are given to parents and pupils during transition evenings for new pupils. These presentations include ticketing price options.</p> <p>Parents are encouraged to car share; however, the school does not widely encourage cycling to school because of lack of cycle paths on the main A6 road outside the school. Those pupils who do travel by bicycle are told to wear helmets.</p>

Transition from Primary School and School Leavers	
<ol style="list-style-type: none"> 1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying) 2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc) 3. What advice/support do you offer young people and their parents about preparing for adulthood? 	

Transition from Primary School and School Leavers
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1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)

There is a full and extensive transition programme with all 6 of our feeder Primary schools which reaches far beyond Y6 and encompasses all aspects of the curriculum. This is planned on a yearly cycle by SLT, and the Primary Headteachers and operates throughout the academic year. It also includes staff training. For the full primary transition programme see appendix In addition, we also run a programme bespoke to KS2 to assist transition to High School, which includes:

- Transition visits – full day
- Additional SEND pre transition visits – half day
- TAs working with pupils at primary schools – two half days
- Information sharing meetings – SENDCos, Y6 teachers and Assistant Head - Peer mentoring support
- Family visits where appropriate
- New Intake Evening

The school has extensive systems in place for KS2 transition for SEND pupils. We have SEND reviews for EHCP pupils in year 5 which are always attended by the SENDCo and the transition Teaching Assistant. Transition support starts early in the primaries and is evident at key points throughout all key stages.

Year 6 pupils have a full transition day at our school where they meet teachers, other pupils from different schools and have a tour of the school. In addition to this we have specific transition resources to support the pupils' introduction to the school. Pupils with an EHCP or any SEND category including 'vulnerable' pupils, are invited to attend an additional transition morning. The transition TA offers an informative, supportive, and welcoming experience for the pupils. This is particularly important for our new pupils who may have communication & language or physical needs. In addition to the transition visits, two nominated teaching assistants spend some time in our primary schools so that they can work with pupils for a day. This helps us to devise a well-planned and detailed support package for our pupils before they join us in September.

2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)

- Careers guidance from work related coordinator, given in PSHE lessons and form time
- One to one interview with career advisor (usually twice)
- Mentoring over the summer for school leavers, particularly vulnerable pupils/ potential NEAT
- Careers and training support and advice from career advisor
- World of Work day
- Financial Literacy days
- Career's fayres
- College/FE taster days
- All pupils given support with CV's and application forms
- Formal interview - Mock interviews
- Careers coordinator writes references for pupils on request from colleges or employers

St. Ambrose School offers a wide range of support for career choices and guidance in preparation for adulthood, this begins during transition from KS2 and is referred to at the taster day and new intake evening. Preparation for adulthood intensified throughout KS4 when pupils focus upon their own possible career and training paths.

Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and positive attitudes for the world of work and to be happy in personal life, are part of the school ethos.

Extra Curricular Activities

<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends? 	
Extra Curricular Activities	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 	<p>The school offers morning support clubs from 8:15am to 8:45 am, and after school clubs from 3.15pm to 4pm. These focus upon basic skills and personal development for pupils with additional needs including specific learning difficulties. Our morning support includes:</p> <ul style="list-style-type: none"> - Literacy & Numeracy groups work - one to one spelling/handwriting support - one to one maths support - project based support across the curriculum - help with organisation and post tutoring - reinforcement of subject based concepts: - IDL cloud - Lego therapy - Art therapy - Social skill games - Speech and Language support - Social and emotional support for vulnerable pupils <p>There is an extensive extended timetable operating both in KS3 and in KS4, and focused intervention classes in Y11. Pupils are very used to attending after school classes on a daily basis, and holiday classes. Attendance is exceptionally high at all and pupils and parents are very appreciative of all the extra time and support that teachers offer.</p> <p>There are a wide range of sporting activities and teams on offer after school. There is a full list available on the school's website.</p>

	<p>Extracurricular clubs & practices: see updated sheet from k Grundy.</p> <p>Throughout the year activities delivered by PE staff include: Football, Girls football, Rugby, Netball, Hockey, Cricket, Rounders, Badminton, Volleyball, Table Tennis, Fitness club, Dance, Trampoline club, Girls Cricket club, Athletics.</p> <p>These activities are delivered to all years KS3 –KS4 and open to all pupils. (The school regularly is involved in competitive fixtures in all the sports in bold)</p> <p>Enrichment activities in PE</p> <ul style="list-style-type: none"> - Duke of Edinburgh Award – Year 10 take part in expeditions, voluntary work in the community and learning new skills. - Plas Menai – Year 10 GCSE PE residential, (Welsh national watersports centre) <p>Celebrating pupil’s success</p> <ul style="list-style-type: none"> - Annual PE presentation evening - Reward trips to MUFC & Northern Thunder Netball - Termly Newsletter emailed home to parents/carers - PE Website updates - PE twitter and Instagram account – celebrating daily & weekly results, fixtures events and PE news & revision tips for KS4 pupils. - Work with outside agencies & partners: <p>KS3 pupils have opportunities to work with ‘sports stars’ to enthuse and get them into PE.</p>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<p>Lunchtime activities to support SEND or vulnerable pupils include:</p> <ul style="list-style-type: none"> - games club Y7 -Y11: - spelling one to one - peer mentoring - pupil premium reading groups - Social skill games

	All lunchtime and after school activities are free.
3. How do you make sure clubs, activities and residential trips are inclusive?	School ensures that all pupils have full access to all activities, clubs and residential trips by ensuring open access, planning detailed support where appropriate, ensuring that resources and strategies are in place for all pupils, pre visits are made to guarantee accessibility for all pupils.
4. How do you help children and young people to make friends?	School has a range of support groups which are planned and delivered by the SENDCo and the school's EP and/or therapeutic practitioner. These include friendship and peer support groups in response to need. We also offer one to one support from our school counsellor re friendships and relationships in school. As part of our pastoral and peer support we have games clubs as well as morning clubs to support social relationships and friendships in school.

Weblinks to Key Policies

See School Website for our current policies.

Glossary for Local Offer

	Annual Review	All 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 Education, Health and Care Plan.
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ADHD/A DD	Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	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). Inattentive, but not hyperactive or impulsive. Hyperactive and impulsive, but able to pay attention.
	Assessment	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 SENDCO, 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 an EHCP of special educational needs.
	Asperger Syndrome	An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.
ASC	Autistic Spectrum Condition	Autistic spectrum Condition are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.
C up L	Catch up Literacy	Pupils with a reading age below 9 years 6 months attend extra literacy sessions to boost their reading scores and improve their access to the curriculum and their ability to be successful in GCSE exams.
	Clinical Psychologist	Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.
	Code of Practice	The SEND 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.

	Connexions	Connexions provide a targeted service to anyone aged between 13 and 25 who has an EHCP of SEND or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.
	Differentiation	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.
	Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
	Dysarthria	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.
	Dyscalculia	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.
	Dysgraphia	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).
	Dyslexia	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
	Dyspraxia	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.

EHCP	Education, Health and Care Plan	From 1 st 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.
EP	Educational Psychologist	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 SEND. They may perform assessments of children with SEND and produce a report as part of the statutory assessment.
	Exam Special Arrangements	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.
	Exam Special Concessions	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.
	Governors	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'.
HI	Hearing Impairment	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
	Inclusion	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.
PP	Pupil Passport	A pupil passport advises staff and is a working document to inform strategies and learning approaches for pupils at K:SS on the register.

LD	Learning Difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	Learning Mentors	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, antibullying programmes or helping young people to revise.
LEA	Local Education Authority	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.
MLD	Moderate Learning Difficulties	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.
	National Curriculum	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.
	National Curriculum Inclusion Statement	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.
	OFSTED	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.
PPO	Parent Partnership Officer	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 SEND framework to help parents play an active and informed role in their child's education

	Personalised Learning	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
	Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	Phonological Difficulties	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD	Physical Difficulty	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.
	Physiotherapists	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.
	Pyramid Club	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.
	Responsible Person	The person (either the headteacher/deputy headteacher, chair of the governing body or SEND Governor), who has responsibility for making sure that staff know about a child's special educational needs.
SENDCO	Special Educational Needs Disabilities Co-Ordinator	A Special Educational Needs Co-ordinator or SENDCO is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDCO and your child's teacher/s should work together to plan how his/her needs should be met

SEND	Special Educational Needs Disabilities	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.
	Special Educational Provision	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.
SpLD	Specific Learning Difficulties	See Dyslexia, Dyscalculia and Dyspraxia above.
SEN	Special Educational Needs	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.
	Special Educational Needs (SEND) Code of Practice	See 'Code of Practice' above.
TAs	Teaching Assistants	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.
	Transition	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.
	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).

VI	Visual Impairment	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.
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