

Ellesmere Park High School Local Offer

The local offer has two key purposes:

- to provide clear, comprehensive and accessible information about the provision available at Ellesmere Park High School; and
- to make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans. Details of the Salford Local Offer provided by Salford Local Authority can be viewed at www.salford.gov.uk/localoffer.htm

Ellesmere Park High School Local Offer is an easy to read “what provision is available at Ellesmere Park High School” document. This complements the Local Offer from the Local Authority.

As education and Ellesmere Park evolve over time, the local offer will be adapted and modified to meet these changes. The contents of Ellesmere Park Local offer have been categorised into the following areas;

CONTENTS
1. Teaching and Learning
2. Annual Reviews
3. Keeping Children Safe
4. Health (including Emotional Health and Wellbeing)
5. Communication with Parents
6. Working Together
7. What Help and Support if available for the Family?
8. Transition from Primary School and School Leavers
9. Extra Curricular Activities

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9. Extra Curricular Activities	
1. Teaching and Learning	
1. What <u>additional</u> support can be provided in the classroom?	Teaching assistant Small class sizes for lower sets if it fits in to the curriculum model Word walls Differentiated worksheets and resources Extra teacher support in small classes Personalised teaching to pupils' specific needs Catch up classes in English and Mathematics Extra sessions in GCSE subjects before and after school
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)	Advice from the Educational Psychologist Advice and support from Salford's Learning Support Service On site physiotherapy for students with disabilities Laptops I pads Coloured overlays for students with dyslexic tendencies Support from EPHS EAL staff for students whose English is a second language. Individual 1:1 support to develop literacy support through Multi-Sensory learning. Individual 1:1 support to develop speech and language skills through programmes provided and monitored by Speech and Language.

	<p>Pre-school and lesson literacy based sessions using the Lexia ICT programme</p> <p>Individual and small group work to develop social skills.</p> <p>Differentiated/adapted PE, technology and Art and Design</p>
3. Staff specialism/expertise around SEN or disability	<p>SENCO</p> <p>Specialist SEN English teacher</p> <p>TAs trained in phonics and catch-up literacy</p> <p>ASC co coordinator in post in specialist provision.</p> <p>ASC TA support</p> <p>Trained staff to support students with physical disability in all subjects across the curriculum</p> <p>Evacuation Chair Trained staff</p> <p>EAL trained TAs</p>
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<p>CPD training offered regularly on:</p> <p>ADHD training</p> <p>Dyslexia training</p> <p>Behaviour modification programmes</p> <p>Supporting EAL pupils in/out of the classroom</p> <p>EAL speakers on the staff</p> <p>NVQ level 2 and 3 in supporting Teaching and Learning for all teaching assistants.</p> <p>Local Authority training courses available for relevant staff</p>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<p>Access arrangements – which include readers, scribe, extra time</p> <p>Separate accommodation for students with access arrangements</p> <p>Small classroom for anxious students/behaviour students if appropriate</p> <p>Access to ICT to complete exams if appropriate</p> <p>Coloured overlays for pupils with dyslexic tendencies</p> <p>Differentiated worksheets and resources</p> <p>Teachers informed of all pupils' reading ages</p> <p>Teachers informed of all pupils having special needs</p> <p>Training for readers and scribes before exams</p>
6. How do you share educational progress and outcomes with parents?	<p>Parents' evenings</p> <p>Progress checks – sent home 3 times yearly in KS3 and 6 times in KS4</p> <p>School reports – once yearly</p> <p>Meetings with parents</p> <p>Review of EHCPs</p> <p>Review of pupil profiles</p> <p>Student meetings</p>

	<p>Parental meetings</p> <p>Year 11 Assertive mentoring programme</p>
7. What external teaching and learning do you offer?	<p>After school catch ups in English and mathematics</p> <p>Year 11 have pre and post school lessons</p> <p>Study centre open before and after school</p>
8. What arrangements are in place to ensure that support is maintained in "off-site provision"?	<p>Bespoke arrangements would be made for this provision.</p>
9. What work experience opportunities do you offer?	<p>All Year 10 students are offered a 1 week placement</p> <p>Other programmes are arranged on a bespoke basis</p>
2. Annual Reviews	
1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?	<p>Invites to all parties involved including relevant professionals</p> <p>Review meeting held at a convenient location</p> <p>Review meeting held at a convenient time for parents who work/have commitments during the day</p> <p>Transport provided if needed</p> <p>Translator provided if needed</p> <p>Consultation with staff prior to meeting</p> <p>Making sure parents aware of Salford's Independent Advisory Service (SIASS) support</p>
2. What arrangements are in place for children with other SEN support needs?	<p>Time in the school's medical provision</p> <p>Time in the ASC provision</p> <p>SENCO support</p> <p>Small class sizes</p> <p>Catch-up literacy for pupils with a low reading age Authority HI teacher and TA</p> <p>Authority Hearing Impaired and Visually Impaired Specialist Teachers</p> <p>Educational Psychologist for assessments and strategies</p>
3. Keeping Children Safe	
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>Parking facilities available</p> <p>Entrance where parents can wait for children</p> <p>Pupils with SEN have entrance and exit accessibility</p> <p>Specific drop off and pick up points for ASC students</p> <p>Students actually handed over to parents where necessary</p>
2. What support is offered during breaks and lunchtimes?	<p>Support and transition coordinators available in staffed access; this is open preschool, at break, at lunch and after school</p>

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	<p>Family Support Worker available in staffed access; this is open preschool, at break, at lunch and after school</p> <p>Staffed ASC access; this is open preschool, at break, at lunch Lunch can be eaten in these bases Library/Resource Centre open as above There is an outdoor, covered, less active area for students Pupils who are upset, lonely or worried can access staff during the above times Students with medical needs are supported including those with self-care needs</p>
3. How do you ensure my son/daughter stays safe outside the classroom? (eg during PE lessons and school trips)	<p>At all lesson changeovers all staff and the senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs Staff supervise the stairs and stairwells Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency, i.e. YOTs or Youth Service etc The school grounds are fully secure once the school day starts PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary Any pupil who 'cannot' do PE for medical reasons can access the LRC or subject base, but this is done on an individual basis, in conjunction with the parent/carer or with medical advice</p>
4. What are the arrangements for undertaking risk assessments?	All in line with Salford LA
5. Where can parents find details of policies on bullying?	<p>Policies can be found on the school website, however if they ring school and request one school will send out a hard copy or email them a copy. School holds the BIG Accreditation All students have access to a full range of strategies and a text number for Keep Kids Safe</p>
4. Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	<p>School has a policy on medication administration, ratified and agreed by governors The school has a designated medical coordinator</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>A meeting is held with the parent/carer, Medical Coordinator, school nurse and any other professional who is involved with the pupil. The Care Plan is then shared with staff in briefing and monitored by the Medical Coordinator and SENCO every half term or sooner if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and</p>

	<p>meet with the Medical Coordinator or SENCO if they feel the plan needs to be amended</p> <p>Identified students have medicals in school conducted by a Paediatric Consultant</p>
3. What would the school do in the case of a medical emergency?	<p>Call 999</p> <p>Contact a qualified first aider</p> <p>Contact parent/carer, collect them or pay for taxi if required</p> <p>In absence of parent/carer a first aider 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>
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<p>All staff are trained every 12 months on Safeguarding/Child Protection issues</p> <p>Relevant staff undertake external courses provided by the LA to become qualified first aiders</p> <p>Asthma training is given in school to all staff</p> <p>Evacuation training in place and updated regularly</p> <p>Relevant staff trained on how to use an epi pen</p> <p>Relevant staff trained on Family Assessment Form completion and other relevant documents, ie EWO referrals etc</p> <p>Training by both internal specialists and outside professionals for ASD, ADHD, EAL, etc</p>
5. Which health and therapy services can children access on school premises?	<p>School nurse 'drop-in' sessions presently on at Tuesday lunchtime</p> <p>Physiotherapy sessions for pupils with disability and those pupils who have been identified as needing physiotherapy.</p>
5. Communication with Parents	
1. How do you ensure that parents know "who's who" and who they contact if they have concerns about their child/young person?	<p>The SENCO will meet with SEN/EHCP students and their parents prior to them starting school</p> <p>Parents of children with SEN can meet the SENCO prior to starting school</p> <p>Information is also distributed at parents' evenings, if parents' don't attend a letter is sent home to them</p> <p>Home visits are made if requested by parent</p> <p>Family Support Worker enables positive working relationships with school and can signpost to relevant staff</p> <p>Information is also available on the school website</p> <p>Transition mentor gives their telephone number to all parents who express a need to speak with them regularly and parents are told that they are welcome to ring regarding any concerns they may have</p>

2. Do parents have to make an appointment to meet with staff or do you have an Open Door Policy?	Open door policy where possible to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after Email enquiries are responded to within 48 hours of receipt
3. How do you keep parents updated with their child/young person's progress?	Intervention evenings Parents evenings Home visits if requested School reports Progress checks sent home 3/6 times a year depending on Key Stage Reward cards Telephone calls
4. Do you offer Open Days?	Open Evening takes place in September/October Parents can make appointment to tour the school at any time and can request additional information at any time
5. How can parents give feedback to the school?	Via the website Parent conferences Via questionnaires Parental meetings Telephone calls By E mail Arrange to see staff at a mutually convenient time
6. Working Together	
1. Do you have home/school contracts?	Yes
2. What opportunities do you offer for pupils to have their say? eg school council	Student council – one per term Head of Year and student voice forums Departmental questionnaires Learning Walks SLT drop ins SLT on duty each break and lunchtime Listen to them on an informal basis when they come to the LSU etc
3. What opportunities are there for parents to have their say about their son/daughter's education	Parents' evenings which includes the opportunity to complete Ofsted type questionnaires SEN conference Review meeting

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	<p>Open door policy</p> <p>E mail</p> <p>Parent View</p> <p>Arranging a meeting with teachers</p>
4. What opportunities are there for parents to get involved in the school or become school governors?	<p>If there is a vacancy:</p> <p>Invitation to be a governor given at new pupils' parents evenings</p> <p>Invitation via the newsletter</p> <p>Invitation via the website</p>
5. How does the governing body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (eg health, social care, voluntary groups)	<p>Governor link to SEN</p> <p>Governor link to Pupil Welfare</p> <p>Governors attend attendance and behaviour panels</p> <p>Governors given a full update termly</p> <p>School very much embraces the use of external agencies to provide information and support to all students. This changes each year and details of agency involvement are on the website, the school's twitter feed and in the Culture Zone plans</p>
7. What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<p>Yes, SENCO or EAL colleagues would arrange to meet with parents/guardians and help them complete all the necessary paperwork</p> <p>Parents are offered this service at a parental meeting or by phone</p> <p>Home visits are undertaken if parent/carer cannot get into school</p> <p>Close links with (SIASS)Parent Partnership who also support our parents with completion of forms</p> <p>Heads of Year will also support parents to complete Family assessment Forms etc</p> <p>EAL team will help parents with language difficulties</p>
2. What information, advice and guidance can parents and your people access through the school? Who normally provides this help and how would they access this?	<p>A Connexions advisor will meet with pupil and parent at school, make a home visit or in a neutral place.</p> <p>SENCO or Head of Year would provide this information and arrange for them to meet school's career adviser</p> <p>From Year 9 Connexions attend EHCP reviews if appropriate</p> <p>For EAL and disabled students visits are arranged to local post 16 providers in addition to that offered to all students</p>
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<p>Not really an issue</p> <p>If relevant, SEN students with an EHCP, who live outside the normal catchment area are on transport provided by the LA</p> <p>School has a minibus which can be used where required</p>

	EAL parents can access information in their home language via the EAL team
8. Transition from Primary School and School Leavers	
1. What support does the school offer for year 6 pupils coming to the school? (eg visits to the school, providing a buddy)	<p>Year 7 Transition Coordinator visits primary schools to speak to pupils in Year 6</p> <p>Transition Coordinator is the first contact for parents who have her direct dial number</p> <p>Year 6 pupils visit on a number of occasions in the final term of Year 6 following Salford's Transition Policy</p> <p>Year 5 pupils visit on request</p> <p>Pupils with special needs or seen as vulnerable are encouraged to visit school on a number of occasions during the summer term of Year 6.</p> <p>Parents of students who are particularly worried about the transition are encouraged to visit during a normal school day with their child</p> <p>Pupils who need buddying are put in the same form to support each other</p> <p>Head of Year/SEN staff are available around school if there are any initial difficulties</p> <p>Form tutors, Heads of Year can be telephoned by parents with any concerns</p>
2. What support is offered for young people leaving the school? (eg careers guidance, visits to colleges, apprenticeships, supported employment etc)	<p>Taster days at local colleges in Year 11</p> <p>College visits for Year 10</p> <p>Careers support during Years 9,10 and 11 for pupils with an EHCP and in Years 10 and 11 for all other pupils on the SEN register</p> <p>College staff conduct interviews for places</p> <p>Post 16 providers attend Parents' Evenings for years 9,10 and 11</p> <p>Apprenticeships arranged for Year 11</p> <p>Advice available on exam results day</p>
3. What advice/support do you offer young people and their parents about preparing for adulthood	<p>Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in personal life</p> <p>SMSC programme</p> <p>Provide good role models of behaviour to pupils by the way staff treat each other and pupils</p> <p>Outside agencies used where possible</p> <p>The school will has a life skills area for students with particular needs</p>
9. Extra Curricular Activities	
1. Do you offer school holiday and/or before and after school provision? If yes, please give details.	<p>Before school – breakfast club</p> <p>After school – LRC homework and catch up</p> <p>Year 11, lessons before and after the school day</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>There are numerous after school activities that pupils are warmly invited to and we actively encourage pupils to participate in these. All activities are free. There are more limited lunch time activities because the lunch break is too short to facilitate these. All clubs are mentioned in newsletters and on the website</p>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Risk assessments are carried out, parents are consulted. 121 support or small group support for pupils All of the trips are inclusive unless there is medical advice preventing participation – for example in the past our disabled students have been on the skiing trips and school funded a place for the physiotherapist to accompany them When invites go out for trips the quieter, more vulnerable pupil will be approached personally and persuaded to give it a go. Experience, trained TAs accompany all trips if the student cohort warrants it</p>
<p>4. How do you help children and young people to make friends?</p>	<p>Strong transition arrangements ensure that friendship groupings are requested and where appropriate students are placed with friends in form groups Introduction of specific clubs for Year 7 Specialised, small form groups Interventions through the learning mentors Buddies in forms Peer mentoring for more anxious students Extensive extracurricular programme</p>