

Local Offer: Corrie Primary & Nursery School

At Corrie Primary School, we aim to provide a broad and stimulating learning experience which caters for the needs of all children through an exciting and balanced curriculum. We know that it is important to provide all children with the necessary skills which will enable them to become lifelong learners. We aim to create an ethos of high expectation, aspiration and team work. We recognise that everyone learns best when they are valued and we strive to ensure that all children receive the care and guidance they need.

This information page shows the range of targeted support we give identified pupils to address their specific needs. Different interventions and approaches are used to address specific areas and we look carefully at your child's individual needs when deciding how best to support them in class and which interventions may be required.

Many children at some time in their school life may need support for additional needs for any number of reasons. Staff are able to seek help and guidance on how to deal with such instances as and when they occur. These may be emotional, behavioural or learning needs or related to a medical issue. At Corrie we value our school/home partnership, so please call into school to share any concerns you may have about your child's needs with their class teacher. Miss Turner is our school Special Needs Co-ordinator and she is also available to discuss any issues relating to SEN.

The information on this page may be subject to change at certain times and will be updated as necessary.

Further information can be found at the Local Authority's Local Offer www.tameside.gov.uk/localoffer

Teaching and Learning

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- Throughout the school, all children are encouraged to develop their independent learning skills. Children's learning needs are met through activities which are pitched at an appropriate level which enables them to feel included in all aspects of learning.
- All classes are taught by a Qualified Teacher and a Teaching Assistant is available in each year group to provide in class support for children. Sometimes if a specific need is identified, some children may require extra support. We provide intervention programmes such as 1:1 Better Reading Partnership, Maths Recovery Programme, Behaviour Support Groups, Social Skills Groups, Maths and Literacy Booster Groups, Motor Skills Groups and Language Groups. Curriculum based interventions are delivered by either a Teacher or TAs who have had training in these programmes. Emotional, Social and Behavioural Support Groups are delivered by our 2 Learning Mentors. It is part of the class teacher's role to ensure the planning and support provided for all children is appropriate to their need. The class teacher is responsible for reporting on the progress made by all children in the class.
- There are several ICT resources available in school which promote independent learning and assist in providing access to the curriculum.
- All children are encouraged to develop collaborative learning and team work skills through the whole school implementation of Kagan structures.
- Sometimes, we may ask other agencies to help us to provide support for some children. This may include additional support from Pupil Support Services which includes BLIS,(Behaviour Support) CLASS,(Language and Communication Support) EMAT, (English as an Additional Language Support) Visual Impairment Learning Support and the Sensory Team. It may also be appropriate for applications for a referral to be made to SALT for Speech and Language advice.
- We may also ask the Educational Psychologist to help with the assessment of a child.
- Sometimes, we ask for support from more than one agency. This is called a multi-agency approach and includes help and advice from a range of support services and health services. When this happens, we sometimes complete a CAF (Common Assessment Framework) which helps to provide the necessary support for the family and the child.
- We have to complete a referral for support from these agencies and Parent/Carer consent is needed in order to enable this process to proceed.
- External agencies and advisory teachers are able to provide support and advice to staff if required. Staff are also able to attend training courses where necessary.
- The achievement and progress of all children is monitored half- termly in Pupil Progress Meetings. This helps us to ensure children are learning at the appropriate level and whether any additional interventions are needed in order to help children move forward.

Annual Reviews

- At the moment, we use Provision Maps for children who are receiving additional support. A Provision Map is a way of setting targets and developing strategies to help support a child in a particular area of their learning. Provision Maps are also shared with parents/carers. Provision Maps are currently reviewed twice a year.
- Sometimes, if a child has more complex needs, we may make a referral for an EHCP. Tameside Authority will become involved in this procedure and it can take a while to process. This will lead to an EHC Plan. If you need more information about what this involves, please call in school and speak to Mrs. Rafferty, who will be able to discuss it with you.
- Currently, if a child has an EHCP, it is officially reviewed annually. However, there are also interim reviews which take place at intervals throughout the year to ensure the provision provided is still appropriate to the child.

Keeping Children Safe

- Risk assessments are carried out as and when they are needed. A Risk Assessment is carried out for all off-site trips. This enables all staff to become aware of a pupil's individual needs and how these requirements can be addressed.
- The class teacher has overall responsibility for the pastoral, medical and social care for every child in their class.
- The school site is wheel chair accessible with a disabled toilet large enough to accommodate changing.
- Parking is available close to the school entrance.
- Corrie website provides details of Bullying, Child Protection and Safeguarding policies.
- All staff teach the children about staying safe on the Internet.
- There are members of staff who are first –aid trained.
- The school has a positive approach to all types of behaviour and has a clear and effective reward system in place.
- Attendance of every child is monitored on a daily basis and lateness and absence are carefully monitored.
- The governors are responsible for monitoring Safeguarding and Child Protection Procedures.
- All visitors into school have the appropriate Safeguarding checks in place before they come.
- Mrs. Cartledge is the designated member of staff with responsibility for Safeguarding and Child Protection.

Health (including Emotional Health and Wellbeing)

- The school offers pastoral support for pupils who are encountering emotional difficulties through work with our 2 Learning Mentors, Mrs. Turner and Mrs. Sattler.
- Medication prescribed by a doctor can be administered in school by a member of staff, if a child needs to take a dose 4 times daily or more. If this is necessary, a medical form must be obtained from the school office.
- In the case of a medical emergency the school has trained first aid staff. If necessary, the Parent/Carer is contacted and in extreme cases further medical advice would be sought and appropriately acted upon.
- We work with the School Nurse and other health agencies as necessary.
- Information about children who use an inhaler is displayed in each classroom.
- Height and weight checks are carried out in Y6 in accordance with Government guidelines.

Communication with Parents

- The school website clearly identifies staff and their responsibilities.
- Staff are always available to discuss any issues either before or after school except Mondays.
- Children's Progress is updated half termly and measured against national and age related expectations. Parents/Carers receive a half termly report about their child's progress based on our Assertive Mentoring approach.
- Currently, Parents/Carers are formally invited to discuss their child's progress three times a year at Parents' Evening.
- Parents/Carers are able to use Corrie website to complete a Parent View questionnaire. They are also able to use the website to read about curriculum and events on their child's Class Page and comment upon activities their child has done using the School Blog.
- Our newsletter, The Corrie Forum goes out to Parents/Carers each half term.

Working Together

- Corrie has an active PTA who organise events such as the Christmas Fair, School Discos and the Summer Fair.
- We have a strong link with our local church, St. Mary's who regularly come into school to provide craft activities for the children. We also go to the church for Harvest Festival, Christmas and Easter services.
- We also have links with MMU in Student partnerships and with DCC (Denton Community College) who provide activity days for children in Y5 & Y6.
- School Council and Eco Council give the children the chance to discuss relevant school issues and put their own ideas forward.
- Prefects, Sports Ambassadors, House Captains and Head Boy and Head Girl give the children the opportunity to develop their leadership skills.
- We run workshops for Parents/Carers on a supply and demand basis. These can include Maths Skills and Hot Shots Parenting Sessions.
- Parent/Carers have the opportunity to become a school governor, as and when a position arises, help support the school through Corrie PTA and volunteer to help pupils in class.
- The SENCO liaises with Parents, Staff, Support Services to help support with the needs of SEN pupils and their families.
- If a child has a CAF, Statement or from September 2014 an Education, Health and Care Plan (EHC) in place children's views and those of their families will be sought before any review meetings.

Help and Support for the Family

- We are available to help Parents/Carers in any way we can. This may include completing forms or giving advice.
- The Children and Families Bill 2013 helps to improve services for vulnerable children and support families. It improves links between all the support services for children from birth to 25.
- As a school we work closely with any external agencies that help to address individual needs of the children. The agencies include Educational Psychologists, Advisory Teachers, School Nurse, Speech Therapists and Pupil Support Services.
- Information, advice and guidance can be provided by the Head Teacher Mrs.Cartledge, the child's class teacher, Mrs. Rafferty who is SENCO, or by Mrs. Sattler and Mrs. Turner who are the Learning Mentors.
- We offer a before school Breakfast Club which runs daily from 8.10 and a Homework Club on Mondays, Tuesdays and Wednesdays from 3.30pm-4.15pm

Transition to School

- All new children are encouraged to visit the school, prior to starting, to become familiar with their new environment and discuss their individual needs.
- All pupils attend a transition session in the Summer Term where they spend some time with their new class teacher. We have additional arrangements for transition between Key Stages.
- SEN children who are taking tests or SATS are supported through the advice offered in The Access Arrangement Guidelines. This may include the provision of a reader or scribe from an adult who usually works with the child. Applications for modified print tests can also be made for children taking SATS.
- Appropriate information and details are transferred to the chosen high school during the Summer Term.
- Children in Y6 have up to 3 days transition at their new High School and a senior member of staff from most local high schools visits school to discuss the needs of each child with the Y6 teacher. Additional transition days can be arranged if necessary.
- Pupils with a Statement or Educational Health Care Plan will attend a review meeting where staff from the primary and high school will be invited to help with the transition process. The child and their Parent/Carer will also be invited to attend this meeting.
- Mrs. Appleton-Jones who supports children with additional learning needs in KS2, visits the high schools of children with SEN to liaise with members of staff before transition takes place.

Extra Curricular Activities

- At Corrie, we offer various after school activities. These currently include: Choir, Football, ICT club, Dance and Brass lessons.
- Children are encouraged to join in clubs which promote their interests. These are made accessible for all children and where necessary appropriate arrangements will be made to make them fully inclusive.
- Children are included in all areas of the school curriculum. We aim for all the children to be included in school trips and provide the necessary support. However, if it is deemed that an intensive level of 1:1 support is required a Parent/Carer may be asked to accompany their child during the activity.
- We currently also offer a residential trip to those children in Y5 & Y6.

