



Fulwood and Cadley Local Offer 2023-24

Accessibility and Inclusion

Fulwood and Cadley Primary School provides the following with regards to our local offer for accessibility and inclusion

How accessible is the school environment?

- The school is fully accessible
- There are five fully accessible entrances/exits into the school building including..
 - School office entrance
 - KS1 entrance via the playground
 - KS2 Entrance via the playground
 - Class 1 Entrance via the rear carpark
 - Hub entrance via the rear carpark.
- There is an additional access into the Year 1 class via the field and Class 3 outdoor area.
- There is a ramp onto the school field which allows full access from the playground.
- School is accessed via the playground at the start and end of the school day. Gates are locked throughout the day.
- Classes 1-3 access school via Class 3's outdoor area from the path on the school field or via the KS1 door on the playground.
- Classes 4-6 access school via the KS1 entrance
- Classes 7-11 access school via the KS2 entrance.
- Entrances onto the playground allow wheelchair access.
- The McMullen Centre, which houses our Cadley Kids before and after school club, is also fully accessible.
- All corridor doors are kept open by magnetic connectors which allow full access throughout the whole school.
- The reception outdoor area is fully accessible via Class 1.
- The Year 1 outdoor area is fully accessible via the Hub entrance.

Is the building fully wheelchair accessible?

- Most of the school, including the school grounds, is wheelchair accessible.



Fulwood and Cadley Local Offer 2023-24

- Corridor doors are kept permanently open by magnetic connectors to allow full access for wheelchairs and the movement of specialist equipment around school.
- All doorways into the classrooms are wide enough to accommodate wheelchairs.
- Classes 8-10 are our smallest classroom and although the doorways are wide enough to accommodate wheelchairs there is not the space to manoeuvre around the classroom. Pupils in wheelchairs or requiring adaptive seating or height adjustable tables will be placed at the front of the class. Guidance will be sought for each individual pupil from the Specialist Physical Difficulties Teacher following a risk assessment and environmental audit if required.
- Four entrances have ramp access; including the main entrance, both playground entrances, the reception class entrance and the entrance from the car park through the Year 1 outdoor area.
- There is a path from the playground onto the school field allowing full access for wheelchairs to the school field.
- There is a path from the main path to the all weather pitch.
- There is accessible access to the front and rear of the McMullen Centre for those attending Cadley Kids Breakfast and After school club.

Are there accessible parking spaces?

- There is an accessible parking space available for the public and disabled persons.
- The disabled parking space is situated outside the school's office entrance.
- Pupils who are wheelchair users and are being transported to school can be dropped off either outside the main entrance (using the disabled parking space) or the outside the Hub at the rear of school (using the marked off area)

Have there been improvements in the auditory and visual environment?

- Auditory aids are used when advised by HI specialists
- Guidance is followed in individual SEN support Plans forms provided by HI specialist teachers for identified pupils.
- Accessibility settings are set on school Ipads to meet the HI and VI needs of identified pupils eg audio descriptors, spoken content and overall settings.
- All classrooms are either fully carpeted or have flooring to reduce background sounds.



Fulwood and Cadley Local Offer 2023-24

- The fire alarms around school flash when the alarm sounds for people with Hearing Impairments.

Are there accessible changing/toilet facilities?

- There is one disabled toilet available in school
- The facilities in the disabled toilet include an electric height adjustable medical bed, hand rails and fixed hoist.
- There is an emergency cord in the disabled toilet.

How do you improve access to the setting?

- Doors along the corridor are kept open using magnetic fastenings to allow full access. These are easily disconnected during evacuations.
- Classes with self-closing doors have floor fastenings to keep doors open when entering or exiting the room.

How accessible is your information? - including displays, policies and procedures etc.

- Communication is important and every effort is made to make information accessible to all.
- School policies and information is available on the school website.
- A half termly newsletter is emailed home to parents and this is also available electronically on the school website.
- Messages and letters are sent home electronically using the school app 'Schoolzine'
- There is also a termly newsletter sent home from each class to keep parents informed what is going to be taught during that term as well as key information such as PE days.
- Classes 1-5 communicate with families via our online learning platform Seesaw.
- Classes 6-11 communicate with families via the online platform Showbie
- Information is also posted on our school Facebook site.

Do you have information available in different font sizes, audio information, Braille, other languages etc.

- Different font sizes and alternative paper colour is available on request.
- Use of settings and accessibility settings on Ipad and laptops allow children to access different font sizes, audio description, other languages etc..
- Where needed, parents can be supported to access information using these settings on their home devices.



Fulwood and Cadley Local Offer 2023-24

How does the setting communicate with parents and families whose first language is not English?

- Every effort is made to communicate with parents for whom English is not their first language
- A TA, who also works in the after school club, is able to speak Punjabi.
- A member of staff in the Breakfast and After School clubs also speaks both Urdu and Gujarati.
- Letters can be translated into different languages using the translate feature on Word on Office 365

How is information made accessible to parents and families with additional needs?

- There is a community noticeboard on the school playground.
- All classes have an email address for parents to use to contact their child's class teacher directly.
- All classes have a class phone so staff are able to contact parents directly if they need to share information
- Teaching staff are available at a designated time, to speak to parents
- Information is passed on when needed by the class teacher either via phone, email or face to face at the end of the school day.
- The Special Educational Needs Coordinator (SENDCO) also works in school full time and is available to speak to and message parents during her allocated SENDCO time each week. Please email Mrs Gill to arrange a mutually convenient time.



Fulwood and Cadley Local Offer 2023-24

How accessible is the provision?

- All the furniture within school is modern and is height appropriate to the age of children being taught in each class.
- There is a height adjustable table which can be easily moved around school.
- Every classroom has an interactive whiteboard.
- We have full class sets of Ipad in classes 9-11 and there are individual Ipad available for pupils who have been assessed as requiring these.
- The school has a range of additional ICT programmes and apps for pupils with Special Educational Needs (SEND) such as IDL
- Pupils and staff have access to laptops and Ipad with voice recognition options.
- Each classroom has a minimum of 2 computers. As we move towards becoming an Apple school we will have full class sets of Ipad in KS2 and a minimum of 5 Ipad for daily use in classes 1-5
- Children with an EHCP who require a personalised curriculum have access to their own Ipad
- Individual laptops are provided for those children who are identified as needing one through an ICT assessment.
- Within each class, activities are differentiated to meet the individual needs of pupils.
- Personalised curriculums are in place for individual children who require them. These are put in place under advice from Specialist Teachers from in school and from the Inclusion Service (traded team).
- Adaptations are made for children with Visual Impairment (VI) and Hearing Impairment (HI) under advice from Specialist Teachers from the Inclusion Service.
- Visual timetables are used in most classes

How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources?

- Pictures and symbols can be used to support children's access to resources and the daily routines



Fulwood and Cadley Local Offer 2023-24

Teaching and Learning

Fulwood and Cadley Primary School offers the following with regards to our local offer for teaching and learning

What arrangements do you have to identify and assess children with SEND?

- Early identification is vital and school works closely with parents in meeting need.
- Teachers raise concerns with parents at the earliest opportunity, in accordance with the SEND Code of Practice: 0-25 (2014).
- The SENDCO works closely with the class teacher, pupils and parents in planning appropriate interventions and support in order to narrow the gap.
- Additional support from the Inclusion Service (traded) is sought for children with EHCPs and when required for children with specific difficulties in order to provide advice regarding provision and interventions.
- The class teachers assess and monitor the children's progress in line with existing school practices.
- Performance Indicators for Value Added Target Setting (PIVATS) assessments are also used, with specific children, to measure small steps of progress within a level.
- Children can be assessed for Dyslexia by the SENDCO/Specialist Dyslexia Teacher however, she does not hold a current Assessment Practising Certificate so this report cannot be used to apply for Disabled Student's Allowance in the future and a further assessment will need to be carried out when the child is moving on to higher education.
- For children who are receiving additional support from the Inclusion Service (traded) assessments may be carried out to support the identification of interventions or

What additional support can be provided in the classroom?

- All classes have TA support every morning for general support during maths and literacy and to support children with Individual Targeted Plans (ITPs) where a special educational need has been identified.
- Children with an EHCP will be provided with additional adult support in class depending on their individual level of need. This support will involve some 1:1 work, small group support and support within the whole class setting.
- There is full time TA3 support in the Reception and Year 1 classes.



Fulwood and Cadley Local Offer 2023-24

- There is additional TA support in most class in the afternoons to support the class teachers in delivering targeted work and interventions with identified pupils.
- English as an Additional Language (EAL) support is bought in for identified pupils once a week.

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)

- All pupils are provided with Quality First Teaching with an emphasis on overlearning and metacognition (learning how to learn)
- Work across school differentiated by activity, resources support and outcome to enable all pupils to embed key skills and make progress.
- Pupils are provided with opportunities to embed key skills.
- Pupils are taught within mixed ability groupings, where possible, to allow independence and opportunities for growth mindset, teamwork and identification of personal qualities and skills.
- A personalised curriculum is provided for identified children with very specific needs who are not able to access the same curriculum as their peers.
- Those pupils who require a fully personalised curriculum will also focus on developing life and transferable skills. Support in developing personalised curriculums is provided by specialist teachers from within school and the inclusion service (traded). The development of independent learning is a main focus and provision is made for this on a daily basis. For example for children in electric wheelchairs this means working closely with them under guidance from Occupational Therapy (OT) over a number of years in order to establish clear safety rules before gradually withdrawing 1:1 support and eventually allowing the child to manoeuvre around school independently.
- Pupils are supported in developing ICT skills when using laptops and Ipads in order to learn how to use key accessibility settings such as dictation

What SEND awareness training is available to all staff?

- Staff receive regular updates with regard to SEND awareness from the SENDCO.



Fulwood and Cadley Local Offer 2023-24

- Dyslexia training has been delivered to staff by the SENDCO/Specialist Dyslexia Teaching and training on meeting need through a multisensory approach. Update training will be delivered this year.
- Teaching staff have received training, from the teacher who is training to become a Hearing Impaired (HI) Specialist Teacher, on Early Language Acquisition.
- Identified staff have completed online Anaphylaxis training
- Most staff hold a paediatric First Aid Certificate.
- In the case of children with VI, HI, Physical Difficulties (PD), Speech Language and Communication Needs (SLCN) and medical needs, specialist support, equipment and training is provided by the Inclusion Service (traded) and NHS professionals (SALT, Physiotherapist etc...).
- Support for TAs and teachers is available when needed by the SENDCO/Specialist Teacher.
- All TAs within school support children with SEND and have received appropriate training for the level that they support.
- Identified TAs have received Social Story Training and are able to disseminate this training when required to support colleagues.

What staff specialisms/expertise in SEND do you have?

- The SENDCO, Mrs Gill holds a Post Graduate Certificate as a specialist Dyslexia Teacher with AMBDA. She does not hold a current practising certificate with the British Dyslexia Association so is unable to provide a diagnostic assessment at this time that can be used in the future for claiming DLA.
- The SENDCO also holds a Post Graduate Certificate for the National Award for Special Education Needs Coordination.
- The SENDCO/Specialist Dyslexia Teacher is able to devise personalised plans for children diagnosed with dyslexia as well as giving advice to class teachers in meeting the needs of children with literacy and maths difficulties.
- The SENDCO completes regular training pertinent to her role as SENDCO and Specialist Teacher.
- Mrs Barrett has a Diploma as a Hearing Impaired Specialist Teacher. She also holds Level 1 British Sign Language.

What ongoing support and development is in place for staff supporting children and young people with SEND?

- The SENDCO works closely with all staff in school in supporting children with SEND.
- Regular training is given to TAs supporting children with Severe, Moderate and Specific Learning Difficulties.
- Where additional needs are identified and staff have not received training then this is addressed accordingly



Fulwood and Cadley Local Offer 2023-24

What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

- 1:1 support is given to those children with EHCPs when required during tests and assessments. This may be in the form of a reader or scribe. Additional time and regular breaks as well as completing the test in a quiet setting will also be given if required.
- For all other children with SEN, additional time is provided for those who have been assessed by the SENDCO/Specialist Teacher to need this. Timed breaks can also be given and where required readers and scribes are also available.
- Adaptations to tests are made for children with VI such as enlarging of text.
- For children with HI adaptation may include visual aids.
- Other adaptations include sitting the test/exam in a quiet setting either in a small group or independently in order to minimise noise and aid concentration.

How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

- The school provision map records the type of intervention a pupil is receiving, the duration and progress made.
- As well as the support that an individual may receive, the provision map also clearly outlines small group interventions that take place to meet the similar needs of a group of children.
- Progress is tracked termly and targets on Individual Learning Plans are written to narrow the gap following assessments.

Reviewing and Evaluating Outcomes

Fulwood and Cadley Primary School provides the following in our local offer with regards to reviewing and evaluating outcomes...

What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?

- Parents and pupils are actively encouraged to participate fully in annual reviews.
- Parental and pupil views are sought prior to the meeting and shared during the review.
- Pupils attend their annual review and are encouraged to join in the discussions that take place.
- Parents and pupils are asked to contribute to the setting of annual review targets and are involved in the writing of IEP targets.
- All agencies involved with the child are invited to the annual reviews.



Fulwood and Cadley Local Offer 2023-24

- Specialist Teachers involved with the child are also invited to the meeting and they participate in the setting of annual review targets.
- The Specialist Teacher will carry out any necessary assessments prior to the annual review.
- All efforts are made to find a mutually convenient time to meet.
- Reports are given by the SENDCO, parents, pupil, Teaching Assistant(s) involved with the child, outside agencies.
- Where possible, the Headteacher attends all annual reviews.

What arrangements are in place for children with other SEN support needs?

- All children have access to high quality first teaching in class. Where additional needs or gaps in learning are identified, support is targeted through timely intervention and individual support with either the class teacher or the class teaching assistant.
- School encourages parents to speak to their child's class teacher and/or the SENDCO with regard to any concerns that they may have. A minimum of two ITPs are written during the year as part of our graduated response under the assess, plan, do, review cycle. When targets are achieved sooner than the review point, then new ones are derived based on next steps.
- Additional support, through group interventions, is identified using our provision mapping programme. Parents are made fully aware of the overall provision that is being made for their child.
- Parents are invited into school to discuss targets and to be given ideas how they can support their child at home.
- Teaching Assistants and class teacher support pupils in working on their ITP targets. This can be done individually or within small groups of children.

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

- The school has a graduated response following an assess, plan, do, review cycle of targeted support for individual and small groups of children.
- The progress of all pupils, including those with SEND is monitored closely throughout the school.
- Children with SEND are also tracked on a separate SEND tracker.
- The effectiveness of provision is monitored termly on the Provision Map.



Fulwood and Cadley Local Offer 2023-24

Keeping Children Safe

Fulwood and Cadley provides the following with regards to keeping children safe...

How and when will risk assessments be done? Who will carry out risk assessments?

- Risk assessments are carried out regularly by all staff and overseen by the Headteacher.
- Risk assessments are carried out for children with Physical Difficulties who attend regular swimming lessons from school.
- Children who require specific plans such as moving and handling plans are updated regularly with specialist teachers from the Inclusion Service.
- Personal Evacuation Plans (PEPs) are in place for children who have a specific physical or sensory need that would impair them from leaving the building safely.
- Children in manual wheelchairs and classroom chairs would also have a evacuation bag which would contain a blanket, spare coat and water.
- For children with anaphylaxis and other medical needs that require medication to be carried around at all times, medication is taken out during the evacuation.

What handover arrangements will be made at the start and end of the school day

- Children in classes 1-3 enter school via the Class 3 entrance or through the KS1 entrance via the playground. At the end of the day, class 1 is dismissed onto the playground via the KS1 entrance and classes 2 and 3 are dismissed via the Class 3 outdoor area.
- Doors open at 8.40am and children must be in school for 8.50am
- Children in classes 4-6 enter and exit school via the KS1 entrance onto the school playground. Children in classes 7-11 enter and exit school via the KS2 entrance onto the school playground.
- When required alternative arrangements are made with the school due to a child's individual needs to ensure safeguarding.
- There are a number of handover arrangements currently undertaken, dependent on the individual child. Arrangements can be made for children with specific needs in agreement with the school.
- If required, a TA is available to take a child onto the playground to hand over to the identified adult collecting them.
- Children can also be brought into school just before school starts in a morning and handed over to the class TA or class teacher.



Fulwood and Cadley Local Offer 2023-24

- In exceptional circumstances, arrangements can be made with the school so that parents can park in the staff car park and bring their child into school through the main entrance or the hub and collect their child from the main entrance or the hub at the end of the day. Circumstances would include children in wheelchairs or children with physical difficulties who are not able to travel the distance from outside the school gates. Individual cases can be discussed with school.
- For children who are transported in wheelchair adapted cars/vans there is disabled parking and access at the main entrance and at the rear of school at the hub entrance.

Do you have parking areas for pick up and drop offs?

- For pupils who require picking up and dropping off outside the main office or the Hub due to physical difficulties, there are spaces available for parking.

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

- Children are fully supervised at lunchtime by experienced welfare staff.
- A number of TAs are also welfare staff and therefore know the children and their individual needs well.
- 1:1 support can be put in place for children with long term medical needs who are unable to feed independently.
- For children with social, emotional and mental health needs or for those with sensory difficulties we offer 'lunchalots' with our pastoral team or 'little lunchalots' for children with more complex needs in our reception, year 1 and year 2 classes.

How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)

- The school takes all measure to ensure the safety of all pupils outside of the classroom.
- The whole school premises are fully secure.
- There is a fence surrounding the school playground and field which is fully secure.
- There are electric gates on the drive and the pedestrian entrance that can only be opened by staff.
- Children in the Reception Classes and Year 1 have full access to fully enclosed outdoor areas.
- As all classes have TA support for either part or all of the day, this allows learning to be taken outside of the classroom safely whenever possible.
- There is full time support for the Reception and Year 1 children.
- Where needed, additional TA support is put in place to meet the needs of individual children.



Fulwood and Cadley Local Offer 2023-24

- When taking children on school trips, ratios are strictly adhered to and children with an SSA have individual support.
- Children who have complex needs are supported at a ratio of 1:1 or 1:2 dependent on need.
- For children with PD, TA support is available in PE lessons.
- Physiotherapy programmes, put in place by the physiotherapist, can also be delivered during these lessons.

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

- The School's antibullying policy is available on the school website.

Health (Including Emotional Health and Wellbeing)

Fulwood and Cadley Primary School provides the following in our local offer with regards to health (including emotional health and wellbeing)...

How do you manage safe keeping and administration of medication?

- School has a policy in place for administration of medication, which can be found on the school website.
- For those children with long term medical needs who require medication to be given in school, as identified on their care plan, signed authorisation must be given by parents for school to administer medication to their child.
- Clear records are kept with regards to administration of medication including dosage and frequency.
- When required, training in administering specific medication is delivered by specialist nursing staff.
- A number of staff have completed online epipen training as advised by the school nurse.

How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- For children with long term medical needs, care plans are often drawn up between the SENDCO and parents, with advice from the school nursing team or specialist nurses involved with the child. These are then shared with the staff.
- All staff are made aware of any medical needs or disabilities. A whole school overview is provided and class teacher prepare their own medical list which is put up in class.
- A copy of the care plan is kept in the child's file in class, in the class folder on the teacher shared drive and attached to CPOMS.



Fulwood and Cadley Local Offer 2023-24

What would the school do in the case of a medical emergency?

- The majority of support staff complete regular First Aid Training and all staff are familiar with what action to take in the event of an emergency.
- For children with long term medical needs procedures for addressing emergencies are also identified in their care plan and where necessary emergency contact numbers for health professionals have been included.
- These are also available to all staff in the child's classroom, the staff room and the school office.

How do you ensure that staff are trained/qualified to deal with a child's particular needs?

- Staff are well trained to meet particular need following guidance from the school nursing team.
- Training is provided by health care professionals to meet the needs of individual children with long term medical needs.
- In the past, staff who have worked with children in wheelchairs received lifting and handling training and which is updated when required.

Which health or therapy services can children access on school premises?

- Currently, children who have been identified by NHS health professionals to require services to be provided in school, receive access to Speech and Language Therapy, Physiotherapy, Occupational Therapy, the School Nursing Team and Specialist nurses.
- Rooms are made available for the child to work with the health professional. The TA that supports the child or the SENCO liaises closely with the health care professional and parents in order to pass on information.
- We are not able to facilitate private health professionals within school as we do not have the space in school to accommodate this fairly.
- We offer counselling sessions for identified pupils
- Our family support worker is able to complete a range of therapies including sand therapy, lego therapy, drawing and talking therapy etc..



Fulwood and Cadley Local Offer 2023-24

Communication with parents

Fulwood and Cadley Primary School provides the following in our local offer with regards to 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/young person?

- The school website contains details of all the staff currently employed at the school including their roles and responsibilities.
- This information is also available in the school prospectus.
- Photographs of all the staff in school is displayed in the school entrance.
- The school website also includes details about SEND provision and who to contact if parents have any concerns about their child.

How do parents communicate with key staff

- Parents can communicate with class teachers via their class emails and with the SENCO via email.
- For children with communication difficulties, school operates a home school diary which is sent home each day and allows the parents, TA and class teacher to pass on any relevant information. Messages can also be sent via Seesaw, one of our online platforms, in EYFS/KS1

How do you keep parents updated with their child/young person's progress?

- There are two parent's evening held during the year; one in the Autumn Term and another in the Spring Term.
- A mid-year report is sent home around February half term.
- In the Summer Term a report is written during the Summer Term outlining progress made throughout the year and identifying targets for the coming year.
- Parents of children with SEND are also invited to meet with class teachers to discuss progress when evaluating and setting ITP targets.
- Class teachers will speak to parents if they feel that they have concerns regarding progress or if they feel that progress has accelerated.



Fulwood and Cadley Local Offer 2023-24

Do you offer Open Days?

- An open afternoon and evening is held during the Autumn Term for prospective parents to view the school and speak to staff.

How can parents give feedback to the school?

- Parental questionnaires are sent out throughout the year.
- Parents can email key people in school to give feedback if they so wish.

Working together

Fulwood and Cadley Primary School provides the following in our local offer with regards to working together...

What opportunities do you offer for children to have their say?

- The school has a school council for children in Key Stage 2. This allows them to have a say in the running of our school.
- Details about the school council are available on the school website.
- Our children are regularly asked to give feedback on decisions that we make in school for example when changing the House Team system, the children came up with our current theme.
- Pupil questionnaires are completed throughout the year with different year groups.
- During annual reviews, pupils are encouraged to provide their opinion on their achievements and how they would like to improve as well as how the school can help them with this.

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

- Parents are able to talk about their child's education at the parents evening held in the Autumn and Spring Terms.
- They can also discuss their views on progress at ITP meetings if they choose to attend.
- For parents of children with EHCPs they are invited to participate fully and express their views at Annual Reviews.

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

- The school actively encourages parents to be involved and contribute to the life of the school through a variety of ways including the school PTA, stay and play mornings in the reception classes, parent volunteers working in classes (following CRB check), parent volunteers to help on school visits, participation in end of topic celebration afternoons.
- Elections to the Governing body are held when there is a vacancy.



Fulwood and Cadley Local Offer 2023-24

What help and support is available for the family?

Fulwood and Cadley Primary School provides the following in our local offer with regards to what help and support we offer families...

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

- Help if available to parents with completing forms and paperwork if requested.
- The class teachers, SENCO, Headteacher, Deputy Headteacher or Family Support Worker can offer help to parents and carers when completing forms.

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

- There is a school information board on the playground which contains general information for parents eg Drop in centres, workshops etc..
- There is information in the entrance hall about events taking place during each term and key dates are sent home to parents at the start of each term and are also available on the school website.
- Links are also made on the home page of the school website to courses run by outside agencies that may be of interest to parents and people in the local community such as workshops run by the Speech and Language Therapy Service.
- The school also runs parental workshops throughout the year in order to support parents and provide guidance and advice.
- E-safety messages for parents are sent home regularly via facebook.

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

- If a pupil requires a Travel plan to get their child to and from school this would be dealt with by the Headteacher, SENDCO and class teacher if required.



Fulwood and Cadley Local Offer 2023-24

Transition to Secondary School

Fulwood and Cadley Primary School provides the following in our local offer with regards to transition to secondary school...

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

- In order to ease transition into secondary school there are a number of procedures in place.
- The Year 6 teachers works closely with the Year 7 heads of year from the relevant secondary schools.
- The Year 7 Heads of Year meet with the Year 6 Teachers during a transition meeting in order to gather important information about the children.
- At this time SEN information is passed on and the SENDCO can be involved in the meeting if needed.
- During this time they also meet with the children in order to introduce themselves.
- Every year all pupils visit their forthcoming Secondary School for a taster day.
- As the school has good links with the local secondary schools many of the children have already had the opportunity to visit a number of the schools, prior to Year 6, to take part in organised workshops and events such as science days etc...
- Some local high schools work very closely with the Year 6 Teachers in identifying children who may possibly have difficulties with transition and invite them to attend a transition summer school at the setting where they can become familiar with the building and some of the key staff.
- In order to support social and emotional needs the learning mentor will carry out supported visits and create a learning journal for the child to prepare them for the transition.

Extra Curricular Activities

Fulwood and Cadley Primary School provides the following in our local offer with regards to extra curricular activities...

Do you offer school holiday and/or before and after school childcare? If yes, please give details.

- The school offers both a breakfast and afterschool club on the school premises available to all pupils.
- Detail regarding these can be found on the school website and information can also be requested from the school office.
- New parents are provided with this information in their induction packs.
- The Family Support Worker runs an art and craft holiday club. Details are available on the school facebook site.



Fulwood and Cadley Local Offer 2023-24

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

- During the week, there are a number of activities available to pupils within a designated age range or key stage.
- In Key Stage 2 children can take part in a number of activities either at lunchtime or after school including Choir, Football, Dance clubs etc... free of charge.
- In Key Stage 1 children can take part in Story Club, Dance Club, gymnastics etc.. again free of charge.
- The school is able to signpost parents to the Lancashire music service if they wish for their child to have music lessons either in school or at a local music centre. There is a fee for these lessons.
- Pupil Premium can be used to fund lessons for children in receipt of free school meals.
- Information regarding music lessons can be sought from the school office.

How do you make sure clubs and activities are inclusive?

- Clubs are available to all pupils within the designated age range or key stage.
- The school aims to be fully inclusive, for example children in wheelchairs attending dance club will have moves choreographed to meet their individual abilities.
- Individual TA support is provided for children with disabilities during Keyboard lessons so that they are able to fully access the lessons.
- Wherever possible, additional support is provided for children with EHCPs who would not be able to fully access the club/activities after school without it.

How do you help children to make friends?

- The school actively encourages children to make friends.
- There are a number of buddy systems in place including seeds and gardeners with Year 6 pupils having an allocated child from reception who they work with and support throughout the year.
- Children in reception and Year 1 are supported by the staff in the Early Years team. .
- The welfare staff are well trained in supporting children at lunchtime and they also lead games and activities using the lunchtime equipment. There is a range of activities for the children to complete at lunchtimes outdoors including reading, art, small world and games to name a few.



Fulwood and Cadley Local Offer 2023-24

- For children with identified social difficulties, social intervention groups are in place and when needed additional TA support is provided on the playground at playtimes to support interactions and to eventually develop independent group play.
- The school also offers a nurture group at lunchtime for children who are experiencing barriers to learning due to social, emotional and behavioural difficulties. This provides a calm, inclusive and supportive environment in which the child can develop.

Feedback

Fulwood and Cadley Primary School provides the following in our local offer with regards to feedback...

How can feedback be given, state options available i.e website, telephone, email

Feedback can be given via email, telephone

What will happen once feedback is received?

Feedback will be directed to the right person within school and any issues will be fully investigated.

Responding to feedback

A member of the senior leadership team or office staff will contact you either by email or phone to discuss any issues raised or concerns with you.