



ALLENDALE PRIMARY SCHOOL

LOCAL OFFER 23-24

Information about school:

Allendale Primary School is situated in the village of Allendale within the North Pennines Area of Natural Outstanding Beauty. The Primary School was formed in September 2013 and moved from the Victorian First School site to the present spacious Primary School site in November 2013. The school consists of a main building where years 1 to 6 are accommodated, a separate Early Years Unit, where Reception and Nursery are taught and a dedicated Sports Hall which is also used by the wider local community. We currently have 131 children on roll; 29 children, 24%, are currently on our SEND, (Special Educational Needs and Disabilities) register.

Mission Statement / aims:

At Allendale Primary School, we challenge the children to fulfil their potential in all areas of development. They are taught within the framework of the Primary Curriculum with emphasis being placed upon the basic skills in English and Mathematics. We actively promote equal opportunities in all aspects of school life and are fully inclusive. We want every child to do their best and reach their full potential and so within school we aim to:

- Provide a welcoming, friendly and stimulating environment in which the children feel happy and secure.
- Develop the children's self-esteem and encourage them to build on their talents and abilities.
- Encourage the children to become independent in order to develop resilience and responsibility for their own learning and behaviour.
- Foster a respect for moral values, an understanding of what is right and wrong, and to help children develop co-operation, tolerance and consideration for others
- Allow the children time to reflect on their experiences, both physical and spiritual.
- Teach children to value their own and other cultures and respect British Values.
- Enable all our pupils to be responsible and fully involved members of the community in which they live, work and play.

We do this through providing an excellent quality first teaching and nurturing learning atmosphere. A working partnership between the children, their families, staff and governors is important in an effective learning environment. To this end we aim to provide an atmosphere where everyone's views are listened to and valued.

<p>What is the purpose of The Local Offer?</p>	<p>The Local Offer has two main purposes:</p> <ul style="list-style-type: none"> ● To provide clear, comprehensive and accessible information about the provision available. ● To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.
<p>How does a child get a place at Allendale Primary School?</p>	<p>We have an admissions policy which is available to view on our website or from the school office. We always welcome parents to come and have a look around and meet the staff. Our Early Years staff conduct home visits, covid allowing, to meet parents and children about to start school. Our Office Managers, Mrs Clarke and Mrs Armstrong, can advise you about the procedure.</p>
<p>How will the school support and meet my child's needs?</p>	<p>Our nursery and reception children are taught together in our Early Years unit. The children in KS1 and KS2 are taught in mixed aged classes. Our teachers plan effective, well-differentiated activities ensuring good quality teaching provision for all. We have teaching assistants who are trained to deliver a broad spectrum of interventions, both academic and social, which are closely co-ordinated between our class teachers, TAs and Special Educational Needs Co-ordinator (SENCO). Intervention plans, appropriate targets and our tracking system all link in to the regular monitoring and review process. We are able to be flexible in timetabling extra support, being a small school, in order to balance support and promote independence; this means we can identify needs quickly and put early interventions in place if necessary. We also work closely with parents to ensure the best outcomes for their child.</p>
<p>What resources are available?</p>	<p>We have well trained HLTAs (Higher Level Teaching Assistant) TAs and expertise amongst our staff e.g. Some of our staff have attended Autism, phonological awareness training, Talk Boost and working memory training. We are able to work with outside agencies and use any top up funding to provide additional support for children. Our children have access to IT resources to develop a range of skills including fine motor skills. We have 2 well stocked libraries, for older and younger children to encourage independent reading and reading for pleasure. We have a fully accessible Early Years Unit with its own self-contained outdoor space and adventurous play area. Our Community Sports hall is also fully accessible with disabled toilets and changing facilities.</p>
<p>What will my child learn at school?</p>	<p>We have a broad creative curriculum, following the Primary Curriculum which is personalised according to the children's needs. We place a high importance on social skills; PSHRE (personal, social, Health and Relationships Education) is taught throughout school; Outdoor learning is also given a high profile as it enables children to develop problem solving, independence and resilience skills. We also have also used more specialised adaptations including Makaton, and have visual timetables and Zones of Regulation in all classes.</p>
<p>How will I know about my child's progress?</p>	<p>Apart from the regular sharing of targets and reviews, school will share with the parents any Education Health Care Plan (EHC plans) or Early Help Assessments (EHA). Staff will share EY profile data and any formative or summative</p>

	assessments such as end of key stage assessments. We have an open door policy and staff are accessible at the end of most days or an appointment can be made if a longer meeting is required. We have twice-yearly parental consultations, two open afternoons, where children can share their work and an end –of-year written report. Home school and homework diaries, where appropriate, can be used to support communication links.
What support will there be for my child's overall wellbeing?	Within school, we have created a very nurturing environment. We have a broad and balanced curriculum which includes many opportunities to discuss and develop in children a sense of worth, self-confidence and self-sufficiency. In Nursery and Reception, our experienced staff ensure that children are truly known as individuals and parents have a point of contact with someone who knows your child really well. Our Golden Time activities and playground development are just two examples of how we encourage children to work together across age groups as well as our House system. We have before and after school care within the Early Years Unit. We also have a wide range of other agencies we can call upon to support us including the Emotional Wellbeing and Behaviour Support Service, ASD Service, School Health, Primary Mental Health Team and the Children and Young People's Service (CYPS).
What specialist services are available or accessed by the school?	We regularly have a range of specialists in school to broaden the children's horizons including Music and PE specialists as well as artists, theatre companies and outdoor learning practitioners. Also, there are specialist health agencies school is able to call upon to help us support your child including the Educational Psychologist, Autism Support, Speech and Language Therapists, Visually Impaired and Hearing Impaired Service, Portage, CYPS, Education Welfare Officer, the school nurse, health visitor, occupational therapists and physiotherapists.
How will you help me support my child's learning?	We aim to help you support your child's learning in all the ways mentioned above. In addition, we hold workshops and sample lessons for parents about specific curriculum areas in school such as phonics or maths. We have leaflets and can signpost suitable websites or other resources. Homework often provides a suitable opportunity for parents to be more involved. If there are difficulties at home, you can access the Northumberland supporting families' partnership. Some children may need dual placement with specialist schools to further their development and help them with any specific needs we are not able to meet. We have an excellent relationship with our local Special School. We have developed a Facebook Page for each Class so that work and activities can be celebrated and shared.
How accessible is the school?	Large, spacious, well-lit site; safe and secure. Main entrance door has ramped access with automatic door, which gives access to the ground floor of school. Ramped access to playground areas. Ramped access to EYFS Unit and adventurous play areas. Full access to the Sports Hall. Disabled toilets in the main school building and Sports Hall. Spacious ground floor and wide doorways for ease of access. Signage is at appropriate level and colour differentiated for visually impaired. High-viz strips on steps and stairs.

Transport provision	Approximately 12% of our children receive home – school transport. Other children either walk, cycle or scoot to school or are brought by car. NCC School Transport can be contacted for further details. This can be found via the Northumberland County Council website: www.northumberland.gov.uk
Who can I contact for further information?	Mrs A Hawkins Headteacher, Allendale Primary School Allendale Northumberland NE47 9PS Telephone – 01434 683376 Email – admin@allendaleprimary.northumberland.sch.uk
How will my child be included in outside activities and school trips?	No child will be excluded from taking part in an activity on the grounds of finance. Presently, the PTFA pay for many school activities so voluntary contributions are rarely requested. If appropriate, the children will receive one-to-one support on outings or parents may be invited to accompany them. All external providers are informed of special educational needs and if appropriate, activities will be adapted. It is our aim to include all children in every activity, whilst giving due regard to safeguarding and health and safety issues. Our Inclusion policy is available to view on our website or a copy can be requested from the school office.
Transfer procedures	Within school there are well established procedures for the transfer of information between staff. A programme is implemented at the end of each academic year, giving children the opportunity to experience the next step in their learning journey. We liaise with local High and Middle Schools and have a programme of transition days timetabled for Y6 in particular. We meet with relevant staff from the receiving school to transfer information and invite them to any review meetings for Y5/6 children.
Links to relevant policies on website	The following policies can be found on our website <ul style="list-style-type: none"> · SEND · Supporting children with Medical Needs · Behaviour and Anti-bullying · Inclusion · Child Protection and Safeguarding · Equalities · Health and Safety · Toileting and Intimate Care Policy

How will the local offer be reviewed?	The Local Offer will be formally reviewed and updated on an annual basis to ensure that it is relevant for the following year. Governors, parents, carers and staff will be invited to take part in this process.
Complaints Procedures	A copy of our complaints procedure is available on our school website or can be requested from the school office.