



## Local Offer: Guidance for Primary Schools/Academies

### Teaching and Learning

- What additional support can be provided in the classroom?
- 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)
- Staff specialisms/expertise around SEN or disability
- What ongoing support and development is in place for staff regards supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

### Notes

From September 2014, the school will have a Resource Provision, specifically for pupils with a statement or EHC plan for Autistic Spectrum Disorder and Speech and Language Difficulties. Places are allocated by the local authority and need to be applied for via the Statutory Assessment Team. All staff will, over the academic year 2014-15, undertake additional specific training for Autistic Spectrum Disorder and Speech and Language Difficulties. Five members of staff will also receive enhanced training.

All staff have regular training on SEN. We work with outside agencies, to provide solutions and deliver interventions to support learning. Any child presenting with difficulties will be assessed and then an appropriate intervention put in place. They may be delivered by our own teacher or teaching assistants or by an external provider.

Teaching assistants are employed across the school to support learning and develop independence. They work 1:1 with some pupils, but mainly with small groups of pupils.

The school follows the statutory guidance with regard to making 'reasonable adjustments' under the Disability Discrimination Act. Support is given to children reading tests in maths and quiet areas are provided for low distraction. Extra time is applied for following the guidance from QCA.

## Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?

### Notes

Review meetings are held termly with parents at our open evenings. More formal meetings to review progress against a statement or EHC plan are held at least annually. These meetings are held with the SEN/Dco, teacher and parents and when appropriate, the child as well. Progress against the set objectives is reviewed, as well as a discussion about setting new targets if needed. Progress in all areas of learning is discussed, including personal and social developments, as well as academic achievements.

All other pupils with SEN have termly targets set based around their 'next steps' in learning for reading, writing and maths. They may also have other personal targets set in conjunction with outside agencies, such as the educational psychologist or speech and language therapist. Parents are invited to these meetings to set and review targets.

## Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- 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?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)
- Where can parents find details of policies on bullying?

### Notes

Risk assessments are completed for all off-site visits. They are completed by the lead teacher and signed by two members of staff, including the Headteacher plus a governor. Risk assessments are also completed for any on-site risk that is out of the ordinary or personal to an individual e.g. injury of a temporary nature that requires specific care.

The school has limited parking outside the school and advises parents to walk if possible. Children are handed over to the class teacher in the line in a morning and collected from the teacher at the end of the day. Any absent children have a first day call home to ensure they are safe. Children who have not been collected by 3.30pm are kept with a member of staff until an adult collects them.

Breaks are supervised by teachers and teaching assistants. A first aider is available. Lunches are supervised by teaching assistants and lunch time organisers and a first aider is available.

The legal required number of adults is always followed for school visits. This is often exceeded for younger children. PE lessons usually have the support of a teaching assistant.

The school's behaviour and anti-bullying policies can be found on our website.

## Health (including Emotional Health and Wellbeing)

- What is the school's policy on administering medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?
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### Notes

The Governors have adopted the Manchester recommended policy for the administration of medicines and the school has changed the appendices of medical records to those recommended by Lancasterian school, which are deemed good practice. Children with more complex medical needs have health care plans. The SEN/Dco follows advice from health professionals, including the school nurse, epilepsy nurse and hospital consultants. If training is needed to deal with specific issues, the SEN/Dco will liaise with health care professionals to arrange this.

There are first aid trained teaching assistants in all year groups. In the case of a medical emergency, the school always rings 999 and immediately informs the parents.

We offer time in our 'Bubble Room' for children needing support to develop social and emotional skills. This time is weekly with a teaching assistant and is based on play, sharing, turn taking and role play.

## 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?
- Do parents have to make an appointment to meet with staff or do you have an Open Door policy?
- How do you keep parents updated with their child’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### Notes

Staff are available to meet informally at the beginning and end of each day. Any parent with concerns should speak to the class teacher in the first instance and they will alert the correct person. Appointments can be made informally, or with more senior members of staff for a mutually convenient time. The Head and Deputy are also available informally at the beginning and end of each day.

Open evenings are offered twice per year and this is an opportunity to review progress and set new targets. A feedback sheet is given to parents to complete and send back to school. At these meetings, the parents are given an update report on progress, attendance and punctuality.

The school also has a blog site which parents can comment on. Questionnaires are sent asking for opinions at various times. Parents also from part of the school’s Governing Body.

## Working Together

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

## Notes

The school uses home-school contracts. There is also a school council with pupils voted by their peers. They feedback any opinions from their class. Pupil voice questionnaires are also undertaken on various topics throughout the year. Parents are invited to attend class assemblies and sports' days as well as the year 6 concert. Parents are also invited to attend musical performances. If parent governor places become available, then all parents are invited to nominate and vote for a new one. The school receives advice about pupils on the SEN/D register from a range of multi-agencies and the Governors support the SEN/Dco in this role. Targets are set for pupils using this advice.

### **What Help and Support is available for the Family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **Notes**

The school has a Children and Families Team who can offer support and advice informally on a daily basis. Parents can also make appointments to gain support in completing forms and seeking advice on housing and benefits etc.

If any child needs transport to school, the parents can ask the SEN/Dco for support.

## Transition to High School

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

### Notes

All pupils who need additional transition to high school will be offered visits with a teaching assistant and this will be arranged by the Children and Families Team or the SEN/Dco.

Similarly, any child starting our school can have visits from our staff and additional visits if needed.

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

### Notes

There is a daily breakfast club from 8a.m. and parents can access a local after school club which collects from the school site.

Extra curricular clubs include music tuition, choir, sports, library, homework and Spanish. Some are paid and others are free.

The school has a set of values which all pupils are expected to work towards which includes friendship and buddies are set up to support children making friends.



