



## **SEN and Disability**

### **Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: Staining CE VC Primary  
School

School Number: 02/051

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

<b>School/Academy Name and Address</b>	<b>Staining CE Primary School</b>		<b>Telephone Number</b>	<b>01253 882983</b>
	<b>Staining Road</b>		<b>Website Address</b>	<b>www.staining.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	√			
<b>What age range of pupils does</b>	<b>4-11</b>			

<b>the school cater for?</b>	
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Claire Colclough</b> <b>01253 882983</b>

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	<b>Ms Ann Griffiths</b> <b>Headteacher</b>		
<b>Contact telephone number</b>	<b>01253882983</b>	<b>Email</b>	<b>head@staining.lancs.sch.uk</b>

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>	<b>Ann Griffiths</b>	<b>Date</b>	<b>02/06/2014</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## **Accessibility and Inclusion**

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### **What the school provides:**

The school is wheelchair accessible via most entrances following refurbishment/extensions which have taken place over the last few years. All doorways are wide enough to accommodate a wheel chair, although one entrance in KS1 is hampered by its use as a cloakroom. This is an area identified for improvement over the next two years. There is a car parking space at the front of school which has been identified as a disabled space, although is as yet not marked as such. There is a disabled toilet available for use should the need arise. Information is available on the school website and via a community/PTA noticeboard at the front of school. Furniture is of a suitable height appropriate to the age group of children being taught in each classroom, with a small number of adjustable tables. KS1 classes are generally roomy, however KS2 classes can be quite cramped due to the number of children in some year groups.

The school has a range of ICT programmes for pupils with SEN and is gradually increasing its number of IPADs. There is a well equipped ICT suite and all

classrooms have interactive whiteboards.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- 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)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- 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?

### What the school provides:

The school believes strongly in early identification and works with outside agencies as appropriate to help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their help and participation.

The class teacher and SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO, alongside the teaching and learning leader, and intervention leader, works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Children can be screened in a variety of ways, both by school staff and by using outside agencies where appropriate.

Each class has the benefit of at least one Teaching Assistant, or more if the needs of the children in the class require additional support.

Children with medical needs will have their own care plan which is drawn up with the appropriate outside support, e.g. Diabetes Nurse. Staff receive first aid training and specific training related to medical needs e.g. use of epi pens, monitoring diabetes. All teaching assistants have received training related to children with ASD and training for teaching assistants and staff is on-going according to the needs of the pupils in school.

When sitting examinations, children with a statement of SEN can have additional time, or take their examinations in a different place.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout school and how much progress individuals make following interventions. The school has its own tracking system and also uses

the Lancashire e-tracker for monitoring the progress of different groups of pupils, e.g. Pupil Premium as well as SEN.

The school employs a Learning Mentor who works with all parents where families may be experiencing social/emotional challenges which can be a barrier to learning. Through the Learning Mentor, opportunities are provided for family learning sessions and support groups, plus advice and support for parents in accessing support outside school.

## Reviewing and Evaluating Outcomes

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

### What the school provides:

Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked, where appropriate, to make a contribution to the review. Learning Support Plans are produced termly and parents are invited to school to discuss their child's targets with the class teacher and SENCO if required. The school operates an open door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout school and those with SEN monitored also on a provision map.

## Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- 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 a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### What the school provides:

The Headteacher and Health & Safety officer carry out risk assessments where necessary. All visits outside school are risk assessed and specific reference is made to children with SEN if this is required. This also applies to breaktimes.

To facilitate communication during handover at the beginning and end of the day, school is open 15 mins before the start of the official school day to allow parents and staff to discuss concerns. Staff are also available at the end of the school day. KS2 staff accompany their classes round to the front of the building to meet with parents if needed.

In addition to welfare staff, teaching staff are also available in the school hall at the start of the lunch break and the Headteacher, along with another member of teaching staff, eats lunch with the children daily. The midday supervisor is responsible for sharing specific information amongst other welfare staff related to particular care required for any SEN children. Additional staff are provided at lunchtime if the need arises.

The learning mentor operates an indoor play session two lunchtimes each week for

those children who may prefer a quieter atmosphere or need additional support. Parents can access the anti-bullying policy on the school website, along with other school policies.

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication?
- How do you work with a 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?

#### **What the school provides:**

The Bursar and Headteacher are responsible for administering and recording any medication required by children during the school day. All parents complete an authorisation form recording the medication, dosage and frequency which they permit the school to administer to their child. This also applies to any self-administered medication which must be carried by the child, such as an inhaler. Care plans are provided to the class teacher and copies kept in the office. All support staff are kept regularly up to date with first aid training, including Paediatric First Aid for those who work with the younger children. In addition, Diabeters and EpiPen training have been provided by the school nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.



## 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?
- How do parents communicate with key staff (eg do they 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/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides:

The website contains details of all staff currently employed by the school, via the School Prospectus. The school has an Open Door Policy and has two parents’ evenings a year for parents to discuss the progress of their child. Parents receive a full written report in the summer term each year, plus an ‘interim report’ at the end of each term. All children with a Learning Support Plan will have an additional three meetings (one each term) for discussions related to their specific targets.

A parent questionnaire is also provided for parents to record their views and suggestions and parents are also encouraged to comment on their child’s report.

## Working Together

- 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)  
How do home/school contracts/agreements support children with SEN and their families?

### What the school provides:

The school has a school council who meet weekly with the Headteacher and the Governor responsible for promoting Pupil Voice. The school council are encouraged to seek the views of the classes they represent on a weekly basis.

Children can also make their views known via the Lancashire Pupil Attitude Questionnaire (Years 3 – 6).

Parents have opportunities to comment via parents’ evenings, school reports and questionnaires, and informally whenever they need.

The Learning Mentor is available for parents to share concerns related to social and emotional issues rather than academic concerns. She also plays an important role in signposting parents to access support available outside school and will assist them in managing this if needed.

The school has a home-school agreement which is presented to parents during the initial information-sharing evening prior to their child starting school.

Parents are encouraged to become involved in the life of the school in a number of ways:

Attending school functions: special assemblies, concerts, plays, class open days

Becoming members of the PTA

Helping in school: hearing readers, practical activities etc.

Becoming a parent governor when vacancies arise.

### **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?

### **What the school provides:**

The class teacher, headteacher and Learning Mentor will help with forms as required. The Learning Mentor will also make phone calls on behalf of parents and arrange meetings in school where parents may need additional support.

The school is happy to explore any avenues of support which parents/children may require and also provides workshops for parents to support their children in learning/play activities. Examples include:

Phonics and Reading

Messy Play

Story Sacks

Maths/English games

Baby Massage

Family Art

Family Science

Green-Fingered Families.

If a pupil required a Travel Plan to get their child to and from school this would be dealt with by the SENCO/Headteacher/Learning Mentor as appropriate.

## Transition to Secondary School

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

### What the school provides:

Pupils from Years 5 and 6 have regular sessions throughout the year working with staff from our main feeder High Schools. Teachers from the local High Schools also visit to help ease the transition into Year 7. All Year 6 pupils attend the open day during July.

Any pupils with SEN who may require additional times are provided with these opportunities in conjunction with the SENCO from the relevant High School. They may be accompanied on their visit by a teaching assistant or the Learning Mentor. Parents are also encouraged to make additional visits as appropriate.

## 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?

### What the school provides:

The school benefits from the Staining and Normoss before and after school club which operates in the village. Children attending the breakfast club are walked to school by the staff in the morning and collected and walked to the after school club at the end of the day.

Recently school has also made the premises available to sports clubs for holiday activities during half terms and for part of the longer holiday breaks.

The school runs a variety of clubs, those which run throughout the year are as follows: football, netball, orchestra, recorder, gardening, ICT, art, which are all free of charge. In addition to these clubs there are a variety of clubs which run for six-week blocks and are for specific age-groups as appropriate to the activity. Some of these include: tennis, judo, multi-skills, golf, dance, gymnastics.

A bikeability course for years 5 & 6 is run during the summer term.

Lessons in strings, brass, woodwind, guitar and keyboard are available throughout the year for a fee, but the school also provides Wider Opportunities brass instrument training which is an hour/week instrumental/music appreciation lesson for the whole of Year 4 for no cost.

All clubs are designed to be as inclusive as possible as we believe all children should be given the opportunity to be involved in as many activities as they can during their time at school. Where there is a cost involved, Pupil Premium children can access funding from school.

Children are encouraged to be friendly and kind towards one another through assemblies and PSHE lessons. They are also encouraged to nominate each other for the 'lion' award for kindness each Friday. Where children find friendship difficult, the

Learning Mentor runs 'Circle of Friends' and social skills sessions to assist those pupils.