



SEN and Disability Local Offer

Poulton St Chad's CE Primary School

School Number: **02005**

DFE Number: **888 3570**

Accessibility and Inclusion

What the school provides

- Poulton St Chad's CE Primary School is fully wheelchair accessible. There is a ramp leading to the main entrance of school, and all other external doors are wheelchair-accessible. The school is single storey, so there are no steps or stairs on site.
- There is one disabled parking space in our school car park and this is near to the hall entrance and the staff entrance, which is accessible via intercom to the school office, although access to the school car park is not available to vehicles at the beginning and end of school as this is our pedestrian access.
- We currently have a PA system in the school hall to aid hearing.
- We currently have no changing facilities in school, but we do have a disabled toilet, and a shower cubicle.
- School information, such as our prospectus and a whole range of policies are available via our school website, www.poultonstchadsce.lancs.sch.uk, or paper copies can be obtained from our school office. Font size can be increased to aid visually impaired readers. It can be arranged for documents to be translated into other languages should the need arise, and a member of staff can meet with parents who have difficulty accessing the written word – a suitable appointment would be made if this were to be the case.
- We use resources in our classrooms according to the needs of the individual children. We use visual timetables for children on the Autistic Spectrum, and for those children who display memory and processing issues. We ensure lessons and activities cater for all types of learners, using VAK as our reference point (visual, auditory and kinaesthetic styles of learning).
- Often instructions are broken down into manageable chunks for some children on the SEND Register in order for them to access tasks more independently.

Teaching and Learning

What the school provides

- All children are monitored and tracked through data on Pupil Asset, an web-based assessment tool. Teaching staff track progress carefully, and when progress isn't made in line with age-related expectations, teachers arrange for intervention to take place, either individually or in a small group. If progress is still an issue, the child is moved onto the SEND (Special Educational Needs and Disabilities) Register, and more formal intervention and individualised work takes place with the teacher and the class TA.
- We have access to a specialist Inclusion Teacher (bought in from the IDSS traded team) who provides assessment, guidance and advice for teachers who express concerns about specific children.
- Each class has a Teaching Assistant for at least four days per week who will provide support for children who require extra intervention and support. In addition to this, we have a part time TA who provides extra support for children identified on our SEND Register.

- The school liaises with an extensive list of professionals, including educational psychologists, speech and language therapists, occupational therapists, community paediatricians, CAMHS (Child and Adolescent Mental Health Service) and the school nurse team.
- Termly SEND updates, during staff and TA meetings, provide all staff with updates and changes to SEND policy. Training needs are identified, and specialists are bought in to run this.
- All children are assessed for their suitability to sit the SATs tests. The strict guidance laid out by the DfE NCA-STA is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being disapplied is given the correct level of support.
- The provision map indicates a range of interventions, resources and support for children with special educational needs from the Foundation Stage through to Year 6. These are created for individuals, classes and on a whole school basis.

Reviewing and Evaluating Outcomes

What the school provides

- Annual Reviews are generally held at the start of the school year, although if a child is transferring to another key stage, the review meeting may be held in the summer term. Invited to the meetings are parents, the young person (if appropriate), the Headteacher, class teacher, SENCo, any relevant outside agencies, SENDO and any TAs working alongside the child. Written advice is sought if a professional cannot attend.
- The SENCo uses end of term data to track and measure progress made by all pupils on the Register of Special Educational Needs. This progress is then shared with the Headteacher and staff during termly Pupil Progress meetings. Progress is also discussed with the governor with SEND responsibility, Mrs Linda Hastings.
- Data from RaiseOnline is analysed by the SENCo, with regard pupils with Special Educational Needs.
- Parents are invited into school to take part in annual IEP review meetings. Present at these meetings are parents, SENCo, the relevant class teacher and our SEND TA. Progress towards IEP targets are discussed and reviewed, and new targets are set, once agreed by all involved. Progress is discussed with teachers and SENCo on a regular basis, as it is recognised that our targets should be SMART (Specific, Measureable, Achievable, Realistic and Time-constrained), so they should be achieved by individual children on a regular basis.

Keeping Children Safe

What the school provides

- There are a range of risk assessments carried out in school over a variety of time spans. Individual class teachers will carry out a risk assessment if organising an educational visit. These risk assessments are completed, sent to the Educational Visits Co-ordinator who checks them and then sends them on to the Headteacher. Daily risk assessments are carried out by staff in the outside area of the Foundation Stage, and also by our site supervisor with regards our adventure playground. All other risk assessments are checked and updated by the Headteacher in the summer term, ready to present to all staff at the start of the new academic year.
- At the end of the school day, all children in Key Stage 1 are handed over to a known adult, and children in Key Stage 2 are dismissed to collect their belongings and find their responsible adult. Children know to come back into school should they not find their adult outside.
- We have the correct ratio of adults to pupils for playtime and lunchtime periods. Any child requiring extra support will be highlighted, and support will be put in place to ensure that child is kept safe during playtimes.
- Adequate support is put in place when a child is engaged in PE activity or on a school visit to ensure the child stays safe.
- Policies on Behaviour and Discipline and Anti-Bullying are on our website, under 'Policies'. These are reviewed annually. Paper copies can be provided if required.

Health (including Emotional Health and Wellbeing)

What the school provides

- A copy of our Administration of Medication in School policy is available on our school website. Paper copies can be provided if required.
- Medicines are stored securely in relevant places in school.
- Medication for specific conditions can be administered in school, but strict guidelines must be adhered to – please consult the policy for a list of these.
- Staff will be released to access relevant training with regards medical conditions, for example diabetic insulin pump training, so that parents can be confident that their child will be cared for in school. Where appropriate, whole staff training will be arranged for certain conditions, such as asthma, epilepsy and anaphylaxis.
- In order to draw up a medical care plan, a meeting will be arranged with parents, health care professionals, class teacher, teaching assistant and Headteacher to discuss the condition and treatment in detail, ensuring that all involved are fully aware of sign and symptoms, and what to do in an emergency. Once drawn up, copies will be passed to parents for checking and when signed, all staff in school will be made aware of the care plan, and a copy will be available in the staff room, along with a photograph of the child.

- There is a protocol in place for medical emergencies in school. The priority is with the welfare of the child so emergency services are contacted immediately, then parents. Panic buttons are installed in all classrooms and they can be used in the case of a medical emergency.
- The majority of teachers and teaching assistants are paediatric first-aid trained.
- The school nurse provides training sessions on a variety of childhood conditions, such as asthma. Further training is accessed as and when required.
- The school nurse offers a 'drop-in' clinic in school on a termly basis, and we have excellent links with her as the clinic is situated next door to school. Speech and language therapists, occupational therapists and educational psychologists will attend school to provide support for specific children after relevant successful referrals have been made by class teachers or the SENCo.

Communication with Parents

What the school provides

- Before a child starts school in Foundation Stage, there are various opportunities for parents to meet members of the Foundation Stage team.
- We have an 'open-door' policy for all parents. Staff may be available to speak with briefly at the start of the school day, and have more time at the end of the school day.
- Mini reports are sent home at the end of the autumn term, and full reports are sent home at the end of the summer term. Parents' Consultation Evenings are held each term, and teachers discuss progress and concerns at these meetings. Should a specific issue arise throughout the term, staff would arrange to meet with parents rather than waiting until the next Parents' Consultation Evening.
- Open afternoons are held throughout the school each year, and parents and extended family are invited to attend.
- Each class hosts an assembly twice a year and families are invited to attend these.
- Parents are encouraged in to school to share feedback with class teachers or the Headteacher, and staff email addresses are given out to facilitate this.

Working Together

What the school provides

- We have a School Council with two representatives per class, from Year 3 to Year 6. Our school captains also attend these meetings. The meetings are supervised by our Headteacher, and are held once a month.
- School councillors discuss items mentioned at the School Council meeting with the rest of their class and their peers are encouraged to give their ideas which are then taken to the next School Council meeting.
- Parents are encouraged to discuss their child's education during Parents' Consultation meetings, but should the need arise, parents are welcome to make an appointment to discuss progress at any time.

- The school welcomes parent helpers and value the work they do in school – all helpers in school are required to apply to the Disclosure and Barring Service (DBS) to ensure suitability for working in school. This is free to all volunteers in school.
- When a post comes available on the Governing Body, all parents are sent the relevant paperwork in order to put themselves forward to become a parent governor. The Headteacher is available for all parents to talk to should they be interested in applying for the post.
- The list of current Governors is displayed in the prospectus, a copy of which is on the school's website. This list also has the contact details of each governor.

What help and support is available for the family?

What the school provides

- We would readily support any parents with the completion of forms, and it would normally be the class teacher or SENCo who is best placed to assist.
- Parents requiring information or advice would normally do so by asking their child's class teacher. This request would then be passed to the SENCo to follow up, and relay information back to the parent.
- In order to offer help with travel plans, we would consult with the LEA SEND team.
- We are able to carry out home visits if it is easier to discuss issues away from the school environment.

Transition to Secondary School

What the school provides

- The class teacher/SENCo liaises with their counterpart at the intended secondary school – staff from relevant high schools also visit the school to meet the children who will be going to their school.
- A transition plan is put into place, often including a number of visits to the setting with a TA. These are carried out prior to the 'official' transition day, and enable the child to gain some confidence in their new surroundings.
- All records are passed to relevant high schools as soon as possible so that they are made aware of the nature of the special educational need.

Extra Curricular Activities

What the school provides

- There is a daily Breakfast Club in school (7.30am – 8.45am), and an After School Club (3.30pm – 5.30pm). Both clubs are run by Mrs Maralyn Gothard, and are fully inclusive.
- The staff at these wrap-around clubs meet with the SENCo to find out about the needs of the children on the SEND Register, and extend learning opportunities for these children, according to their needs.
- There is a wide range of fully inclusive after school sporting clubs available to all children. These clubs are generally free to attend.
- There are a wide variety of clubs held in school both at lunchtimes and after school – all children are invited to attend these clubs.
- All clubs that we run in school are fully inclusive – we make no discrimination of SEND in any way.